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ABSTRACT

This publication describes the Providing Organizational Development Skills (PODS) program, a series of eight instructional systems that together are intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS include: Group Problem Solving: Interpersonal Communications; Research Utilizing Problem Solving; Interpersonal Influence; Social Conflict and Negotiative Problem Solving; Preparing Educational Training Consultants: Skills and Training (PETC-I); Preparing Educational Training Consultants: Consulting (PETC-II); and Preparing Educational Training Consultants: Organizational Development (PETC-III). These eight instructional systems are most effective when taken sequentially; altogether, PODS requires approximately 650 hours of training over two to three years. Chapter 1 provides a brief review of organizational development theory and the rationale for PODS training. Chapters 2, 3, and 4 present case studies that describe how PODS was or is being installed in three sites. Chapter 5 summarizes and reflects on the installation experiences. Chapter 6 presents a proposed strategy for PODS implementation. (Author/JG)

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PROVIDING ORGANIZATIONAL DEVELOPMENT SKILLS (PODS):

A Combined Training Program

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ABBREVIATIONS

GPS	*Group Process Skills*
INF	*Interpersonal Influence*
IPC	*Interpersonal Communications*
ITCP	*Improving Teaching Competencies Program*
NWREL	*Northwest Regional Educational Laboratory*
OD	*Organizational Development*
PETC-I	*Preparing Educational Training Consultants: Skills Training*
PETC-II	*Preparing Educational Training Consultants: Consulting*
PETC-III	*Preparing Educational Training Consultants: Organizational Development*
PODS	*Providing Organizational Development Skills*
RUPS	*Research Utilizing Problem Solving*
SC&NPS	*Social Conflict and Negotiative Problem Solving*

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[1] Titles in Italic indicate instructional systems designed by the Improving Teaching Competencies Program.

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Literally hundreds of people played significant roles in developing the eight instructional systems that make up PODS. Without their contributions there would have been no individual instructional systems and, therefore, no PODS. Major credit for the development of these training packages is given to Dr. Charles Jung, whose vision and insight made PODS possible; Charles (Chic) Jung provided the initial conceptualizations underlying the development of the PODS instructional systems. He, Ruth Emory, René Pino, John Lohman and Gretchen Groth were the major developers of the separate instructional systems that make up PODS.

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William Ward
1976

PART I

INTRODUCTION

In recent years there has been increasing awareness of the potential contribution of the behavioral sciences to organizational effectiveness and management process. The tremendous body of knowledge concerning people as well as the causes and effects of their behavior has resulted in increased priority for the compilation and transference of existing knowledge and research in form appropriate to those who can most effectively use it. The Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL) has drawn practical knowledge, techniques, behavioral skills and theories from literature and research to develop the series of experiential training systems which make up the Providing Organizational Development Skills (PODS) Program.

PODS consists of seven different workshop experiences:*

Research Utilizing Problem Solving (RUPS)

Social Conflict and Negotiative Problem Solving (NPS)

Interpersonal Communications (IPC)

Interpersonal Influence (INF)

Preparing Educational Training Consultants: Skills Training (PETC-I)

Preparing Educational Training Consultants: Consulting (PETC-II)

Preparing Educational Training Consultants: Organizational Development (PETC-III)

Each instructional system is concerned with a particular process area, such as "action research" as a planning and improvement process, or processes of basic interpersonal communications.

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*See Appendix "A" for a full explanation of these systems.

These seven workshop experiences have been organized under three categories. Figure 1, Category I, focuses on problem solving, II focuses on interpersonal and group processes and III focuses on developing consultation skills.

I Objective Analysis and Planned Change	II Interpersonal Relations	III Preparing Educational Training Consultants
	Interpersonal Communications	Skills Training
Research Utilizing Problem Solving	Interpersonal Influence	Consultation
[*]Social Conflict and Negotiative Problem Solving		Organizational Development

Figure I

Categories of Instructional Systems in the Improving Teaching Competencies Program

Completion of these seven workshops provide individuals and organizations with the opportunity to acquire highly sophisticated organization development skills.

The basic goal of the PODS program is to provide educators with the knowledge, skills and sensitivities required to organize and manage educational systems in more relevant, humane, effective and efficient ways. However, PODS is not an all-inclusive program and does not eliminate the necessity of other training to accomplish these goals. Rather, the PODS experience provides participants with skills that enable them to assess their own abilities and then select additional kinds of training to satisfy their personal and professional desires and needs. PODS requires approximately 650 hours of training over a two- to three-year period. During the training, particpants continue in their full-time jobs.

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[*] Not completed--due by December 1976

The eight instructional systems provide behavioral training as well as cognitive learning. All include practice, either in simulation or in actual application on the job. All are competency based, including cognitive and behavioral assessment as part of the training. In comparison to traditional workshop training, these systems are inexpensive and mass diffusable. Expertise is included in the training materials. Training in most of the systems can be replicated by a trainee who has successfully completed the training.

While a few are intended for self-directed learning, most systems are designed for use in a workshop setting. Some are best conducted for 30 or 40 hours in 5 consecutive days. Others can be spread out over several two-day sessions, each a few weeks apart. Training sessions are spread out over a period of several months, since the learning is applied in the trainees' actual work settings.

The training is most effective when taken sequentially. For example, *Preparing Educational Training Consultants: Organizational Development (PETC-III)* is the third in the PETC series. The developers feel that for trainees to participate successfully in *PETC-III*, they need the knowledge, skills and sensitivities offered in the other eight systems: *Group Problem Solving (GPS), Interpersonal Communications (IPC), Research Utilizing Problem Solving (RUPS), Interpersonal Influence (INF), Social Conflict and Negotiative Problem Solving (SC&NPS), Preparing Educational Training Consultants (PETC-I): Skills Training and Preparing Educational Training Consultants (PETC-II): Consulting.*

This part of the monograph concerns the theory underlying PODS and the actual use of the package. Chapter 1 provides readers with a brief review of organizational development theory and the rationale for PODS training. Chapters 2, 3 and 4 present case studies that describe how PODS was or is being installed in three sites. These chapters also touch on some of the problems encountered and the perceived effects of the training. Chapter 5 gives a summary and some conclusions drawn from the installation experiences.

CHAPTER 1

RATIONALE FOR PROVIDING ORGANIZATIONAL DEVELOPMENT SKILLS TRAINING

It is apparent that conditions in our society are changing rapidly. The people who run educational organizations must also change with the times if schools are to be a viable component of our evolving way of life. As Schmuck and Runkel (October 1971) point out, no school district can remain flexible and adapted to its current community by preserving one particular structure and process. As the community changes, the functions of the school must change. Thus, they elaborate on the desirability of schools institutionalizing the capability for adaptive change through providing training in organizational development (OD). They suggest the way to make OD continuously available to a school district is through establishing an agency for organizational training inside the district.

It was with this and research from other behavioral scientists in mind that PODS was developed. The PODS program promotes the development of a healthy, self-renewing educational organization. It calls for the training of a team of school staff capable of serving as internal OD consultants. Its ultimate purpose is to build into an organization the capacity to deal with problems internal and external to it.

PODS does not provide specific content for innovation efforts. It does offer a differential diagnostic and intervention methodology for dealing with the processes of change. The program makes available to an educational organization a core group of trainers, consultants and specialists committed to helping groups within the organization obtain key social science resources and understandings. The skills they gain enable them to analyze their own circumstances, determine their own goals and select the changes they want to implement. (See Appendix A for descriptions of individual instructional systems that comprise PODS.)

We recognize that to advocate change is to make a value statement; in so doing, the questions of change to what and change from what must be considered. In this chapter, we address the change from what question by offering a summary of needs, an explanation of why schools have not changed and an anlysis of the impact of schools upon both students and teachers. Then, following a summary of basic OD theory, we approach the question of change to what by presenting a means by which change can occur through the utilization of OD techniques that lead to the creation of a cadre of OD consultants.

CHANGING CONDITIONS AND NEEDS

It seems unnecessary to make an extensive case for the need to improve and facilitate planned change efforts in American elementary and secondary schools. The literature of criticism is vast and varied; its contents run the range of concepts, from strengtheing the existing system (Conant, 1959) to entirely "deschooling" society (Illich, 1970; Reimer, 1971). Interspersed between these two positions, but not necessarily in any linear order, is a rather formidable and diversified arrary of strategies, from the popular writings represented by Kozol (1967, 1972), Goodman (1960) and

Holt, (1964, 1969) to the perhaps less widely known efforts of Callahan (1962), Strom (1975) and Gattegno (1971).

The responses to the need for school change have been as varied as the criticisms themselves. They are epitomized by the press for accountability, the tinkering with new organiztional patterns such as administrative decentralization, the movement toward alternative and optional public schools, and the stress upon curriculum reform.

Society in the past needed individuals who could fits its relatively fixed roles and organizations. However, the need now is for individuals who can move in and out of roles, create new ones, operate organizations with flexible and changing objectives, and utilize new kinds of resources. Society needs people who can retrieve and use changing knowledge to deal with evolving issues and problems. In short, it needs people who can move in and out of relationships without losing the human meanings of relating.

In the educational arena, experimentation and research are producing new kinds of curriculum and instructional approaches. It is becoming increasingly feasible to utilize multiple teaching resources that guarantee learner outcomes. Teachers need opportunities to learn both classroom problem solving procedures which utilize objective knowledge, and systematic analysis procedures to plan and achieve improvement goals with predictable success. All educators should be provided with training in applying the scientific method to managing change efforts. At the same time, the abilities to negotiate for the desired educational improvement criteria and to use creative problem solving behaviors are needed.

Finally, there is a need for selected educators to master processes which facilitate teaching by improving the organizational functioning of schools. In a world of continuously increasing rates of change, the formal educational system must accept responsibililty for preparing citizens who can cope with, contribute to, and determine the feasibility of various change processes.

The past two decades have witnessed millions of dollars spent, countless hours devoted, words upon words written and read, and untold human energies expended on change and education. Yet the vast majority of American elementary and secondary schools remain relatively unaffected and impervious to change (Newell, 1973). It is on this that attention now focuses.

Schools' Imperviousness to Change

Compelling reasons for the lack of change can be drawn from three categories: a) an analysis of the major assessments used to determine school effectiveness, b) consideration of an unexamined pragmatic approach to change, and c) the failure to consider structural problems as the major source of resistance.

A growing body of research findings strongly suggests that the most significant factors associated with achievement learning are not associated with schooling. A glimpse of the possibility that pedagogy has little to do with student outcomes was provided by Gage's (1963) encyclopedic research findings on teacher effectiveness.

Operating from a much broader base, Coleman's now classic study, Equality Educational Opportunity (1966), reported that very little of what a school has or does is attributable to student achievement. In fact, learning appears to be a factor of such student characteristics as socioeconomic class and home environment. Averich's (1972) comprehensive analysis of educational research summarizes the current situation situation: Research has not identified a variant of the existing system that is consistently related to student educational outcomes.

Turning to the second source of imperviousness to change, several writers concentrate on the unexamined pragmatic nature of schools' approaches to change. Stewart (1975), for example, uses the term "practicalism" to describe an "overwhelming" emphasis upon "efficiency, product, performance, achievement, immediate results, concrete thinking, orderliness, and control." Rist (1972) notes that unexamined pragmatism finds cause in a misplaced problem identification, wherein the school sees its difficulties as outside itself. He labels this an "external social forces" model. Since the difficulties are viewed as external, the school must do what it can to adjust in "the face of adversity," but can have little effect on such forces.

Thus, the school's response tends toward more unexamined pragmatism, more blackboards, more social workers, smaller classrooms and more testing. Channeling change efforts to such a narrow "efficiency practicalism" produces a mechanistic, superficial task-oriented educational system; examination of more crucial and profound issues is lost. In Silberman's (1970) terms, a mindlessness is produced. The result is a failure to think seriously about the purposes or consequences of education.

The third category, structural problems within the schools, is cited by other researchers as the cause for the lack of change. Katz (1971) pinpoints the bureaucratic structure of the schools, which, in spite of vast rhetoric, has remained bascially unaltered for the past century. Such bureaucracy reflects and reinforces biases based on social and economic class. Thus, those who control the system have little to gain by altering it.

Argyris (1962, page 43) provides a graphic model of bureaucratic organizations such as schools, and their effects on people. He shows the purported value system, i.e., bureaucratic values, which dominates most modern complex organizations:

> ...Bureaucratic values tend to stress the rational, exclusively task-oriented aspects of work and to ignore the basic human factors which relate to the task and which, if ignored, tend to reduce organizational effectiveness.

These values are basically impersonal and task oriented, and deny humanistic and democratic values. They lead to shallow and mistrustful relationships that are nonauthentic and basically incomplete, in that they do not permit the natural and free expression of feelings.

Carlson (1965) finds another major structural barrier to change in the "domestication" of public schools. Domestication means that the school, as a service agency, must accept all clients, and clients must accept the school's services. Thus, the schools are not compelled to attend to all the ordinary and usual needs of an organization. For example, there is no need to compete for clients and, therefore, existence of the institution is guaranteed. While there is some competition for funds, funds are not closely tied to performance.

Miles (1965) takes the structural approach a step further, and offers a theoretical notion of "organizational health" which he applies to educational organizations. He delineates several structural properties which he believes contribute to the general "ill health" of educational systems. These include goal ambiguity, communication inadequacy, power inequity, low interdependency, vulnerability, role performance invisibility, and adaptation and problem solving inadequacy.

These three areas, then, provide a working analysis to explain the persistence of educational status quo. However, the general lack of substantive change does not mean that schools do not have effects upon their participants, that change cannot happen, or that positive means of effecting change are not available. Schools do have an impact on people, change is possible and effective processes do exist.

Impact of School Upon Its Participants

While the studies previously cited indicated little school impact upon student achievement, it would be erroneous to conclude that students are unaffected by the school. What might be occurring, as Stephens (1967) suggests, is that the schools have a remarkably uniform effect upon students' learning. The Coleman Report measured only learning that took place in purely traditional settings. Since most educational setttings are traditional, the chances of finding significant school differences were minimal.

The dangers in not going beyond the student characteristic Social Economic Status (SES) thesis are at least twofold. First, an academic bias is created. The standard measures used to ascertain academic outcomes have been primarily achievement tests in reading, writing, math and problem solving. While these academic content areas are manifestly necessary, they are hardly sufficient to define an "educated person." Averich (1972) indicates the data compiled by researches are, at best, crude measures of what really happens in schools; research efforts that focus on noncognitive and social outcomes are sparse and largely inconclusive. Therefore, emphasis upon standard achievement tests leads to a myopic view of the purpose of schools.

Moreover, if the schools wish to cliam as their responsibility the human development of students, then far more than basic skills must be considered. Basic skills competency is not the same as cognitive development, any more than cognitive development is human development. This is not to infer that if large scale studies such as the Coleman Report were conducted to ascertain the effects of schools upon human development, major difference would be found. What this does suggest is the need for a reconceptualization of the school's responsibility for human development.

The second danger in narrowly construing the findings that academic achievement is relatively unaffected by school variables lies in contributing to the growth of a dysfunctional educational myth. Bradford and Harvey (1972) define an organizational myth as "an illfounded and untested belief which powerfully affects the way in which organization members behave and respond." In schools, the myth is twofold: (a) the students are the source of difficulty; and (b) real change is not possible.

The process of myth making is apt to occur in the following manner. The relatively rigid bureaucratic nature and existing organizational patterns of educational systems prevent the full development of educators in terms of needs gratification, goal achievement and realization of potential. The blocking of development produces psychological stress, which very often is directed in the form of aggression or hostility toward a near or vulnerable target. In schools, the nearest targets, the most vulnerable individuals, are the students; they become the objects of displacement of agression and hostility. In describing the process, Holt (1964, page 154) borrows from Edmond Taylor's Richer by Asia, the term "sahib sickness," which, when ascribed to education is:

> ...a conviction that the people you once set out to help cannot be helped, are in fact not worth helping and that many frustrations and resentments teachers feel in their work and their lives should eventually turn into active contempt and hatred of the children they are supposedly trying to teach.

When a narrow and superficial analysis of classic research findings is added to the situation, it can only serve to reinforce the displacement process. This gives rise to the first aspect of the myth.

The second part of the myth grows from the circular process implied in the first, and manifests itself in perceived impotency. The bureaucracy mitigates against the potential of teachers as people. This produces frustration which is directed against vulnerable students. If students do not change when the school is shown "by research" to have little effect anyway, the result is an increased sense of impoetency. This produces tension, which is reflected in such statements as, "I don't feel very influential around here." The dissatisfaction is then strongly displaced upon the students.

It should be stated quite emphatically that many sincere, devoted and humanistic teachers who do attempt change, are frustrated by the lack of effect, yet do not blame students. Their recourse has been to leave the system, or to carve out enclaves of at least minimal autonomy in alternative schools, a counseling office or a "new and exciting curriculum." Yet, their very actions indicate that they too, are affected by the myth, not in terms of displacement of aggression but in terms of remedy. The recent wave of reform, no matter how humanly oriented, tends to conceptualize the problem as somehow changing the student by better counseling or humanistic classrooms.

The point is not a lack of interest in student change, for that is the purpose of education. The issue is that by focusing upon the student as the barrier to change, a problem identification set is created which prevents examination of real causes. Therefore, the power of the myth, beyond its debilitating psychological impact upon students, is pervasive. It hides the real culprit--the bureaucratic rigidity and closed nature of most schools in terms of organizational patterns, structures and norms.

What all of this suggests is that in order to bring about meaningful change in the direction of human development, there must be substantial alteration in current public educational organizations. The schools can make a difference, but only under certain conditions. One of these conditions is to reconceptualize the fundamental purpose of formal education; it is to suggest strongly that the aim of education must first be considered prior to offering more precise targets and means of change. Or, to say it a bit differently, the end-in-view of Dewey (Archambault, 1964) must be known in order for there to be some sense of the means to employ.

But even under the best of school conditions, an appropriate and far-reaching strategy for implementing changes is frequently missing. As stated earlier, the creation of PODS has been an attempt to provide educators with the creative, comprehensive skills needed to make innovations work. Since PODS is a collection of training systems based on organizational development concepts, it might be helpful to review some OD basics. The following section is a summary of the most relevant OD concepts.

ORGANIZATIONAL DEVELOPMENT

This section is divided into three parts. The first defines the concept of organizational development (OD). The second offers a model of the process of organizational development, and applies the model to a theory of organizational cultural change. The focus of the third section is on change efforts that have shown the use of OD technology in public schools.

The Concept of Organizational Development

Organizational development is defined as a "planned and sustained effort to apply behavioral science for systems' improvement using reflexive, self-analytic methods" (Miles and Schmuck, 1971, pages 11-36). Miles (1965) employs the term "organization health," meaning that an organization which functions effectively and continually develops into a more fully functioning system. Beckhard (1969) defines it as a planned process of cultural change utilizing behavioral science knowledge as a base for intervention aimed at increasing the organization's health and effectiveness. The focus is upon both the organization and individual. Specifically, it relates to the individual's growth within an organization, how he/she relates to his/her own work group and how the group interfaces with other groups in the organization.

Underlying an OD effort are fundamental value premises or assumptions. Drawing upon the works of Douglas McGregor, the team of Tannenbaum and David (1972, pages 11-24) list 13 assumptions concerning human behavior which are integral to any OD effort. The assumptions are phrased to reflect movement from older to new, emergent conceptions.

The movement is away from:

1. A view of people as essentially bad, toward a view of them as basically good
2. Avoidance or negative evaluation of individuals, toward confirming them as human beings
3. A view of individuals as fixed, toward confirming them as human beings
4. Resisting and fearing individual differences, toward accepting and utilizing them
5. Utilizing individuals primarily with reference to their job descriptions, toward viewing them as whole persons
6. Cutting off the expression of feelings, toward making possible both appropriate expression and effective use
7. Marksmanship and game-playing, toward authentic behavior
8. Use of status for maintaining power and personal prestige, toward use of status for organizationally relevant purposes
9. Distrusting people, toward trusting them
10. Avoiding facing others with relevant data, toward making appropriate confrontations
11. Avoidance of risk-taking, toward willingness to risk
12. A view of process work as being unproductive.
13. A primarily emphasis on competition, toward a much greater emphasis on collaboration

These values are not necessarily scientifically derived or new. In addition, they are not meant to be considered as absolutes. Rather, they are directions toward which some organizations and their members are moving.

A growing body of literature reports behavioral science findings which offer experimental support for such value assumptions. It is from these that Croft (1964, page 43) delineates certain objectives of an OD program:

1. To create an open, problem solving climate
2. To supplement role status authority with knowledge-competence authority
3. To build trust among individuals and groups
4. To maximize collaborative effort
5. To increase a sense of ownership of objectives
6. To increase self-control and direction for people

Thus, the value premises inherent in this definition of organizational development seem congruent, albeit implicit, with the notion of reconceptualizing school goals in terms of human development and social commitment. Needed now is an understanding of the process by which the value-definition concept can be implemented, and the relationship of that process to cultural change.

Organizational Development Process/Cultural Change

Buchanan (1967, page 3) offers four dimensions or components that exist within any OD effort. These are "process overlays" or frames of reference against which specific strategies are to be viewed:

1. Ownership. A process by which members of the organization determine what is best for themselves. This requires that the manner in which an organization "should" function is also determined by the members of the organization. Members must have both the opportunity and freedom required to devise mutually satisfactory processes.
2. Development. An emphasis upon "self-renewal," such that the organization continuously adapts to a changing environment as well as internal forces. The organization develops processes, norms, procedures and members skills required for continuous adaptation and optimal fulfillment of its goals.

3. Organization Emphasis. A focus upon the entire unit rather than individuals within the organization. Individual "training" does occur, but only in the context of the organization.

4. Assistance. Usually required from consultants or facilitators. The consultants are "...special and temporary members of the problem solving group who use their expertness only secondarily as the basis of their influence."

The values, objectives and distinguishing characteristics of the OD process then provides a ground for the basic strategy by which an OD effort occurs.

A basic OD strategy is a four-part model: data collection and sharing, diagnosis, intervention and evaluation. These parts are summarized below.

1. Data Collection. This is the collection of information about the organization's functioning, and begins the self-assessment process. It provides a basis for better understanding by the organization of its own processes. It is also an intervention into the system, for as data begins to be collected, that act itself is apt to have change consequences.

   Data collected can include information about the culture of the organization, the norms and values of work groups, roles, the feelings and attitudes of people about the organization, decision making conflicts, and the effects of such factors as power, leadership, influence and status. Collection techniques can include questionnaires, interviews and observation. Once collected and put into understandable forms, the information is shared with members of the organization. These data are the basis for the next step.

2. Diagnosis. This involves determining the way things are operating, in dynamic terms. Feeding back information to appropriate members of the organization is a way to facilitate diagnosis. Diagnosis enables members to make explicit unstated events and feelings. It helps the organization look at its own behavior and begin to decide on appropriate courses of action.

Crucial to the diagnosis is the involvement in the process of the organization's members. When information is made public, its interpretation is "owned" by those from whom it was gathered. They are the ones who wrestle with the implications for the organization's health and they are the ones who become increasingly responsible for defining problems and setting priorities. With this joint action planning, the diagnosis has provided a basis for designing educational experiences or interventions which deal with the identified problems.

3. Interventions. The purpose of an intervention is to resolve problems and increase the organizations effectiveness. Once an intervention has been made, there remains the final step of evaluation.

4. Evaluation. This is discussed by Buchanan (1967, page 2) as the process by which the organization continuously looks at the results of the intervention or interventions. It is not a "final" step, but rather a means of reassessing programs and modifying the diagnosis, objectives, plans and actions taken, in light of evaluation findings.

The four-part strategy with its attending processes of ownership, development, organization emphasis and assistance, is then applied to bring about cultural change.

In order to understand how cultural change occurs, it is useful to conceive of an educational organization as having three distinct yet interrelated components. One, the managerial, includes such approaches as management by objectives, formal organizational patterns, role definitions and formal authority structures. The second, or technological, consists of such aspects as teaching methods and curricula as well as physical plant and facilities. The cultural, or third component, refers to the organization's habitual ways of proceeding--decision making and communication processes, means of resolving conflict, authority relationships, and its basic value assumptions about how resources, management and technology are applied to the achievement of its goals.

When the three components are afforded equal emphasis and thrust the organization can be said to be in equilibrium, and the chances for developing openness, optimum self-renewal and health are high. Historically, innovations (or interventions) have been concentrated in technology (new teaching methods, new curricula) or, more recently, in management (accountability, decentralization, community involvement), at the expense of the culture. Thus, to redress the imbalance requires emphasis upon the culture.

Illustrative Organizational Development Efforts

OD has been used extensively in such settings as private business, the military and other governmental agencies. Its use in schools is a relatively new development, and the literature on such use remains limited. However, there are sufficient data to suggest that it can be effective. In this portion of the discussion, four studies are cited to report on the use of OD as a school treatment.

In the first study, Schmuck (1964, pages 31-39) compared three groups of teachers. The 20 members of Group A participated in seven activities: (a) sensitivity training and related human relations laboratory experiences; (b) didactic discussions on basic research about classroom group processes; (c) problem solving techniques for improving group processes; (d) analysis of diagnostic data from the teacher's own classrooms; (e) discussions about useful classroom practices; (f) role play tryouts of new classroom practices; and (g) followup discussions during the school year. Group B's 20 participants engaged in all but the sensitivity training and role play activities. Group C consisted of 10 members who received no special treatment, and served as the control group.

Overall results indicated that members of Group A and their students made more positive changes in group process skills than did those of Groups B and C; Group B was more improved than Group C. Specific differences displayed by Group A included greater *espirit de corps* and innovation, increased openness of classroom communication among students and between students and teacher, greater student participation in classroom decisions (rules and regulations), and increases in student sense of perceived influence and perceived friendship status.

The second design, conducted by Schmuck, Runkel and Langmeyer (1971, page 54), concentrated on attempting to influence school organizational processes in general. The design was a six-day laboratory held prio to the opening of school, and several followup training sessions during the school year. The 54 participants included classified staff. Interventions consisted of: (a) small group exercises; (b) communications clarity exercises, involving listening, talking, nonverbal communication, giving and receiving feedback about behavior, and learning a problem solving sequence; and (c) working on real issues that were thwarting the functioning of the schools.

Results (pages 56-57) of this OD effort showed:

1. Teachers applying techniques learned in the lab to their own classroom, even though such practice was not part of the original project design
2. A reduction of distrust and increased collaboration among the faculty

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3. Movement of a previously existing Principal's Advisory Committee from a merely advisory group to a representative decision-making senate
4. A reduction in teacher-initiated resignations
5. Improved interpersonal relationships between the principal and staff
6. Establishment of a new Vice-President for Curriculum, whose role was to become a consultant on interpersonal relationships to task groups within the schools

In the third study, Schmuck's finding that an OD effort has "spill over" effect in the classroom was examined further by Bigelow (1971, pages 71-85). As part of a major project, OD trainers introduced the 42 faculty members at a junior high school to verbal communication skills and group problem solving sequences over a period of one month. The training was related to tasks of concern to the participants. At no time did the trainers mention the possible application of the training to the classroom, although the teachers themselves did occasionally discuss the potential for classroom use.

Flanders Interaction Analysis (to determine changes in classroom interactive patterns and teachers' verbal behavior) and Schmuck's Classroom Life Survey (to determine changes in student attitudes toward the class in general, the teacher and other students in the class) were given in a classic pre-post treatment design. Bigelow (1971, page 83) reports the evidence from both instruments indicated a positive impact in the classroom. OD trained teachers did move to more integrative contacts with their students; teachers' behavior had a meritorious effect upon classroom climate; and students' peer group relations improved.

The fourth and final study was conducted by Fosmire, Keutzer, and Diller (1971). They attempted to assess the effects of organizational training upon the establishment of a new high school in terms of event behavior, social climate and system effectiveness. The intervention consisted of a two-week summer laboratory. The first week emphasized skill building in communications, interpersonal openness and trust, team building, group problem solving, feedback giving and receiving, and general group process. Organizational development was the focus of the second week, during which participants became a "work group" whose task was to deal with actual problems encountered in the work setting. During the school year, the trainers engaged in followup activities.

Two measurements were used: (a) the Situation Prediction Questionnaire, which appraises the factors of candor, receptivity, initiation/risk, conflict acceptance, and security among staff; and (b) the Environmental Description Questionnaire which assesses the expectations and preferences of students regarding various aspects of school life.

The authors compared the responses of OD trained teachers and their students with responses from a control school. Results from the Situation Prediction Questionnaire indicated that OD teachers significantly changed with respect to candor, conflict, acceptance and security. They approached significant results with receptivity, but demonstrated no differences in initiation/risk. Their students' responses on the Environmental Description Questionnaire indicated the creation of a climate of openness and responsibility from which the students responded in both classroom and unsupervised areas. Fosmire and his associates concluded that an organizational development intervention in a new senior high does have a positive effect upon both faculty and students.

The gains documented in these four studies were primarily in the cultural domain. Moreover, their achievement involved the use of outside, trained and experienced consultants as the catalysts. Yet in a period of shrinking budgets and school populations, the continual utilization of external consultants cannot be justified. What seems viable, given the research conclusions and OD efforts cited, is the development of a cadre of internal specialists charged with the responsibility of planned change directed toward reconceptualized goals of education. It is to the training and the means of cadre development that this discussion now turns.

TRAINING OF TEAMS FOR EFFECTIVE CHANGE EFFORTS

Innovations will aid learners only to the extent that innovations are adapted and implemented with quality at the local level. Structural and normative changes in an organization are usually needed to ensure quality implementation and maintenance of innovations. Without this support, innovations are usually rejected or isolated within limited parts of the organization. PODS was designed to provide the means for building and maintaining such support.

A strategy and process for building internal change and support capabilities is proposed by Arends and Phelps (1972), who suggest that having a cadre of OD specialists "provide a special kind of help for educators, parents and students in school districts." Such a cadre performs a variety of services for the school district. This helps facilitates organizational processes, and aids educators in increasing their competencies to carry out their programs together. Formation of a team of online OD specialists is the major thrust of the PODS program.

The argument for providing online managers with OD skills grew out of the five essential conditions necessary for OD to be successful in any organization. As stated by Foltz, Harvey, and McLaughlin (1974, page 183), those conditions are that the change strategy:

1. Must respond directly to important organizational problems
2. Must be governed by a comprehensive theory which has utility for solving those problems
3. Involve the authentic use of power by all managers in the organization
4. Must be an extension of the chief executive officer
5. Must be supported by a staff of OD specialists competent to provide "consultation" assistance as needed

Certain assumptions are made in the PODS training regarding the effective development and implementation of a successful OD effort. These are:

1. Line managers are basically responsible for OD, and for implementing the effort within the limits of their functional responsibilities. OD specialists are not primarily responsible for the direction or implementation of OD activities.
2. Every line manager is accountable for OD as a major element of his/her job. That accountability starts with the chief executive officer and continues throughout the organization.
3. The higher a manager is in the organizational hierarchy, the greater the emphasis on his/her OD accountabilities relative to other accountabilities.
4. The effectiveness with which a manager discharges his/her OD accountabilities is a major factor both in the evaluation of his/her performance and in the determination of his/her companions.

5. A major part of a line manager's job is to teach his/her subordinates to manage. A major part of management is OD. It is imperative that line managers teach their subordinates the content of the OD effort, its underlying assumptions, and the processes required to implement it.

6. Goal-setting provides the means for giving systematic, organization-wide direction to the OD process.

7. OD theory is not static; it must be revised to meet changing conditions and to respond to feedback concerning results.

8. The job of the cadre of OD specialists is to assist line managers in implementing their OD accountabilities.

If the OD effort is not directly relevant to solving problems which are important to line managers, then the success of the OD effort will probably be negligible. Since line managers are the ones making the day-to-day decisions as changes are being implemented and new norms developed, they must understand the theory behind the strategy being implemented. Classroom teachers can also benefit from participating in some of the PODS components. Those classroom teachers desiring to complete all seven workshops constituting PODS will no doubt want to examine the payoffs of such an effort if the intent is to remain a classroom teacher.

The designers and developers of PODS believe if a school system has enough people with OD competencies, the growth and development of that organization into one that is self-renewing and healthy can be facilitated. The extent to which PODS graduates acquire the competencies expected of an OD specialist or a sophisticated online manager depends on a number of variables. These include opportunities to use the skills in their regular jobs or to conduct workshops shortly after receiving the training, consulting opportunities, the legitimizing of new roles, support from administration and past experiences.

As the case studies in the following three chapters show, PODS is proving to be an effective process in providing the skills to online managers and others who aspire to become internal or external consultants to a school district. We feel with Bennis (1969, page 82) that "organization development is one of the few educational programs we know of that has the potential to create institutions vital enough to cope with the unparalleled change ahead in education."

CHAPTER 2: IMPLEMENTATION OF PODS AT PACIFICA UNIFIED SCHOOL DISTRICT

Pacifica Unified School District serves a West Coast suburban community located about 50 miles south of a major metropolitan area. Most of its 26,000 students are from white, relatively wealthy families. Pacifica Unified School District includes four high schools, a continuation school and several intermediate and elementary schools. The district is highly decentralized; major issues such as budget, staffing, curricula, and staff development and training are handled primarily at the school site level. Thus, local managers have a great deal of autonomy and discretion in the management of their own schools. It is within this context of administrative decentralization that the implementation of Preparing Organizational Development Specialists (PODS) began and continues.

INITIAL CONTACT

During the summer of 1973, an Assistant Principal for Curriculum Planning and Development at Pacific Harbor High School attended a field test session of *Preparing Educational Training Consultants-I: Skills Training*. Believing that the PODS system would be very appropriate for the district, this administrator arranged a series of meetings between a representative of the Northwest Regional Educational Laboratory and Pacifica Unified School District's Associate Superintendent for Research and Development. The meetings continued over a period of eight months; at one point, the Northwest Regional Educational Laboratory's representative met with the entire district management team.

The meetings were useful, in the sense that they created an awareness of the content and availability of the PODS materials. They were not particularly productive, however, due to the nature of the organization within the district. Since the norm of Pacifica Unified School District is decentralization (i.e., autonomous schools), no one at the district level was willing to assume direct responsibility for implementation. The one meeting with the management team, which included district personnel and all school site managers, was not sufficient for the creation of a new norm of staff development in the PODS mode.

The decentralized structure of Pacifica Unified School District and the management team's lack of understanding or interest in PODS, suggested a theoretical question around implementation. Given the elements of organizational structure noted in Chapter 1, Pacifica Unified School District might actually be divided into two districts: the central district and the onsite district. Data collected during the initial phases of OD work in the district supported this theory. According to the data, the central district, while demonstrating some openness and creativity, probably remains mostly autonomous and existential. While some independence is evident at the onsite level, individual schools tend toward dependence and a closed environment.

By definition, an attempt to implement PODS at the central district level would have little chance of success. With a presentation of PODS at a combined central-onsite district meeting, the "onsiters" would wait for the "central districters" to make a decision; the existential "central districters" would wait for site managers to "do their thing;" and consequently nothing would happen.

While the above is only assumption, it is nevertheless true that after the fall of 1974, it was clear that PODS had little chance of being successfully implemented either at the district level or from district initiative. However, PODS was still alive for the Assistant Principal who attended the *Preparing Educational Training Consultants-I : Skills Training* workshop. He began to implement PODS at Pacific Harbor High School during the 1974-75 school year.

It would be less than honest to suggest that the Pacific Harbor High School implementation grew from a long term, precisely designed plan. Rather, the current use of PODS is the result of various organizational development efforts that occurred over a period of approximately six years. The following section of this case study is an attempt to place the PODS program in perspective with some of these previous OD activities.

ORGANIZATIONAL DEVELOPMENT EFFORTS: PACIFIC HARBOR HIGH SCHOOL

The OD attempts at Pacific Harbor High School, while thoroughly discussed and designed prior to implementation, were not part of a coherent, school-wide planned change effort. Rather, they were specific, usually isolated, attempts that used the theory and technology of organizational development to deal with problems rising from the complex functioning of a large suburban school.

In retrospect, the thrusts were largely reactive pieces located somewhat geographically adjacent within the larger, uncompleted Pacific Harbor High School organizational development mosaic. Yet these somewhat piecemeal beginnings were probably necessary starting points, and it was from them that a more school-wide, systematic planned change effort could begin. The new procedures hopefully will become proactive and result in the ongoing development of the potentially creative, open and interdependent Pacific Harbor High School organization.

Based upon the model explained in Chapter 1, pages 18 and 19, the efforts of the school have been concentrated largely in technological and managerial functions. The technology is high thrust. The school has piloted three national curriculum projects, and has several active, local curriculum development programs. It boasts exemplary athletic programs, a funded ESEA Title III Work Experience Project, and strong support services in terms of personnel and equipment. Management strength is exemplified by a decentralized structure in which department chairs and coadministrators have a great deal of autonomy and independence. In addition, there is a broadly based Principal's Advisory Council. Teachers are allowed a high degree of academic and methodological freedom, and there is an ongoing needs assessment and goals search procedure.

Initial Strategy and Diagnosis

An early diagnosis, supported at least partially by subsequent hard data, indicated that Pacific Harbor High School's technological and management strengths had not been matched in the cultural dimension. Organizational development, therefore, was viewed as a means through which a decentralized management approach and innovative educational programs could be balanced. Such balance was to be achieved by simultaneously changing and improving the organizational culture in which management and technology function.

The initial OD strategy, as implemented by the assistant principal, involved two primary procedures:

1. The creation of an internal consultant administrative role at the assistant principal level. This is a staff position, evolving from an emphasis on curriculum assistance (technological) to an emphasis on cultural assistance to clients within the school community. The cultural assistance includes diagnosis, self-assessment, planning, process evaluations, team development and conflict resolution.

The position, titled Assistant Principal, Curriculum and Organizational Development, is unique, in that the internal consultant has a great deal of professional latitude and autonomy, and is not enmeshed in the traditional tasks of assistant principals. The internal consultant is employed four-fifths time by the school and one-fifth by the state university. This arrangement establishes a vital and continuing linkage with an institution of higher learning.

2. The utilization of an external, university based consultant. This provides: (a) a detachment which the internal consultant may find difficult to achieve; (b) a linkage with the internal consultant for expertise, mutual consultation, feedback and theory testing; and (c) direct service to certain clients in the school with whom the internal consultant might work less effectively.

The internal and external consultants influenced a variety of areas. While each often worked separately, their efforts were mutually reinforced by constant dialogue with each other and with the principal. Thus, diagnosis and intervention selection have been collaborative, from the administrative view, even when implementation occurred independently. Descriptions of some of their efforts are summarized below.

1. In 1973, the library and audiovisual functions were merged into a single Multi-Media Center. This raised immediate questions regarding role definition, membership, communications, goal and objective setting, and decision making. Through a series of weekly meetings with the internal consultant, these issues were made explicit. Resolution was reached through the use of structured and nonstructured interventions that promoted learning in such areas as collaborative decision making, interpersonal communication, goal setting and program implementation. As a result, the Multi-Media Center staff decided to conduct weekly meetings in problem identification and problem solving sessions. These meetings have continued for three years.

2. For 18 months, the external consultant was involved with Pacific Harbor High School counselors in a sustained effort to: (a) increase mutual understanding and trust among members of the department; (b) facilitate planning through the creation of a mission statement; and (c) use the mission statement as a vehicle for promoting increased communication with the entire staff. This third objective seemed crucial; it had been established previously through questionnaires, anecdotal evidence and interviews, that the relationship of the counseling department to the entire school was of major concern, particularly in the area of attendance procedures.

The external consultant and counseling staff met for three day-long "away from school" interpersonal relations sessions; the principal was present for one of these. Counselors also met in small role definition groups and, ultimately, held three interface meetings with the department chairman. An ad hoc attendance committee was formed as a result of these efforts. Decisions were made, based primarily on the initial mission statement, to hire a full-time attendance officer and remove all attendance matters from the counselor's routine duties.

3. During 1973 and 1974, the internal consultant working in conjunction with the principal and his advisory council designed a series of activities by which school goals could be identified. Their goals, delineated in Appendix B, provide for the first time in the school's history, a precise and written statement of the reasons for the school's existence.

4. Several procedures were employed in the area of goal identification to assess more fully the culture of the school as perceived by staff, students and parents.

   a. A major needs assessment in 1973 garnered responses to an open-ended questionnaire from students, graduates, parents, and certificated and classified staff.

   b. The Organizational Climate Description Questionnaire was administered to all staff in 1973-74. The Organizational Climate Description Questionnaire measures the extent to which each of eight organizational climate dimensions exist within the school. Four dimensions describe member's behavior (disengagement, hindrance, esprit, intimacy), and four describe supervisory behavior (aloofness, production emphasis, thrust and consideration).

   c. Questa II was administered to all staff and the junior class in 1973-74. The questionnaire consists of 32 items which deal with three aspects of the school environment: (a) personal characteristics of the people in the environment, (b) other characteristics of the school itself and people's interaction with each other, and (c) the effects of the school experience on students.

   d. The Environmental Description Questionnaire was given to a sample of approximately 300 students in May of 1974. It consists of 26 items designed to assess the expectations and preferences of students regarding various aspects of school life. The questions focus on student perceptions of a variety of characteristics of school life, including teacher behavior, school rules, student relationships and student behavior.

e. In the spring of 1974, the Moral Atmosphere Measure was administered to 35 students, 13 teachers and the 4 administrators. This is an audio taped interview designed to assess respondents' perceptions of the organization in terms of its moral maturity.

The efforts of the internal consultant and the external consultant provided a wealth of information about the culture at Pacific Harbor High School. Analysis of the data revealed several characteristics:

1. The Pacific Harbor High School climate is close to being open, but exhibits strong paternalistic undertones. Teachers are more apt to see the school, in its entirety, as more open than their respective departments.
2. Certain thrusts toward creativeness are demonstrated, yet strong elements of existential and opinionated orientations exist.
3. The system is more independent than interdependent.
4. There are strong areas of agreement, such as Pacific Harbor High School being a "good" school. However, there are also areas of often sublimated conflict, such as differently perceived school goals.
5. Moral values are based primarily on pleasing and helping others, "doing one's duty and showing respect for authority."

Revised Strategy

In reviewing the data, it was obvious that knowledge of the school's cultural climate would need to be taken into account if future organizational development efforts were to be of maximum benefit. Moreover, a planned school-wide procedure would overcome the implied weaknesses of the ad hoc nature of previous Pacific Harbor High School organizational development activities. Therefore, a more intensive and comprehensive OD plan was conceptualized.

The new OD attempt called for the training of a small cadre of school personnel in OD theory and technology. The cadre would become an identified developmental group. It would then offer OD assistance to the entire school community and, more specifically, provide direct consulting help in moving toward the achievement of those school goals identified in Appendix B.

This strategy grew from, and is in concert with, the notion developed in Chapter 1 of part-time internal organizational specialists. Theoretically, such individuals would have strong inter- and intra-personal competencies, would be at the advanced stages of cognitive, affective and moral development, and would be open to receiving OD training.

More practically, however, the state of the art is generally crude in identifying those individuals whose development and personal characteristics meet the theoretical notions. Therefore, an implementation assumption was adopted: there would be a natural attrition among individuals who commenced organizational development training. Those who continued would be those who saw the value inherent within the training and who just might have the desired competencies.

IMPLEMENTATION OF STRATEGY

Formal staff training utilizing PODS began with Interpersonal Communications in the fall of 1974. Twenty-three Pacific Harbor High School staff members participated, including the principal and assistant principal for pupil personnel services, attendance officer, the director of student activities, seventeen classroom teachers, one teacher's aide and one secretary. The workshop began late on a Thursday afternoon, and continued through Saturday during two consecutive weeks. The system was trained by the internal consultant who had begun his own PODS training during the summer of 1973. At the time of this session he was just beginning *Preparing Educational*

Training Consultants-III : Organizational Development training, the last in the series of seven workshops that constitute PODS.

Since this initial training, other workshops have occurred. Participation in these was broadened to include staff from other district schools. These workshops included:

1. February 1975, *Interpersonal Communications* workshop through a state university extension program. This involved 23 participants from the entire county. Four were teachers from an alternative program at Morrison Mesa High School, Pacifica Unified School District.

2. Spring 1975, *Research Utilizing Problem Solving.* Twelve teachers participated. Seven were from Pacific Harbor High School, four from the alternative program at Morrison Mesa High School, and one from a district elementary school. The training was conducted by the internal consultant.

3. Summer 1975, *Interpersonal Influence.* Of the 18 participants, two were teachers from Pacific Harbor High School, and two were college students who worked there. Three participants were from Morrison Mesa High School, and the others were from outside the district. The internal consultant was the trainer.

4. Summer 1975, *Social Conflict and Negotiative Problem Solving.* Two teachers from Morrison Mesa High School with experience in *Interpersonal Communications, Research Utilizing Problem Solving* and *Interpersonal Influence*, and the internal consultant from Pacific Harbor High School who had just completed *Preparing Educational Training Consultants-III: Organizational Development* training were among those who attended. The *Interpersonal Communications* workshop was cotrained by the internal consultant and the two teachers from Morrison Mesa High School who attended the *Social Conflict and Negotiative Problem Solving* session.

5. Fall 1975, *Interpersonal Communications.* Two workshops were held. The first involves Pacific Harbor High School students, college students who work at Pacific Harbor High School, and one Pacific Harbor High School teacher. Cotrainers were the internal consultant and a Pacific Harbor High School teacher who had completed *Interpersonal Communications*. The second was conducted at Morrison Mesa High School for some 50 students in an alternative education program. Four teachers who completed *Interpersonal Communications* and *Research Utilizing Problem Solving* during 1974 were the trainers.

Additionally, as the above training was in process, the internal consultant continued his training. He completed *Preparing Educational Training Consultants-II: Consulting* in the summer of 1974, began *Preparing Educational Training Consultants-III: Organizational Development* in the fall of 1975, and completed *Preparing Educational Training Consultants-III: Organizational Development* in June 1975.

Table 1 indicates the number of individuals from Pacific Harbor and Morrison Mesa High Schools, including the internal consultant, who completed various parts of the PODS program. High school and college students are not included in the data.

TABLE 1

NUMBER OF INDIVIDUALS FROM TWO HIGH SCHOOLS
COMPLETING PARTS OF PODS PROGRAM

School	*IPC*	*INF*	*RUPS*	*SC&NPS*	*PETC-I*	*PETC-II*	*PETC-III*
Pacific Harbor High School	32	4	8	1	1	1	1
Morrison Mesa High School	4	3	4	2	0	0	0

Concentrating upon Pacific Harbor High School, the N of 32 in *Interpersonal Communications,* consisting of both certificated teachers and classified personnel, represents a sizeable proportion (19 percent) of the school's 150 teachers and approximately 20 classified staff. Ten teachers, all associated with the alternative education programs, have had either *Interpersonal Communications* and *Research Utilizing Problem*

Solving or *Interpersonal Communications* and *Interpersonal Influence*. It was from this pool that some of the OD internal specialists were expected to emerge. In fact, those from Pacific Harbor High School and Morrison Mesa High School who completed at least two systems in any combination formed a group entitled Teachers High on Resources Utilizing Self-Teaching. Their purpose is to provide an OD group within the district, based upon the criteria established in Chapter 1.

Expansion to a District-Wide OD Strategy

It is from such local level efforts that a district OD effort utilizing PODS can begin. To illustrate this point, a description of Teachers High on Resources Utilizing Self-Teaching efforts follows.

Members of Teachers High on Resources Utilizing Self-Teaching developed a prospectus for the establishment of an educational development component within the district. The prospectus identified three major needs:

1. Internal Resources: As currently constituted, decentralization provides the opportunity for considerable self-initiative and autonomy for individual managers. Experience suggests that many managers are most competent in utilizing decentralization to increase organizational and professional competence of their respective operating units. Comparable experience also indicates that such unit advantage is not readily transferable to other operating units. To state it another way, decentralization seems to have a natural tendency to reduce articulation and interdependency of ideas, resources, practices, and people.

   When such a situation exists in less expansive budgets, its cruciality becomes even more evident, for it places much greater importance upon the effective utilization of resources internal to the district.

2. Professional Development: The closely related issue of inservice education seems to follow the same uneven pattern as indicated in Internal Resources above. While some units consciously and systematically plan and execute professional development activities, the general approach tends to be one of rather sporadic, "one-shot" unrelated kinds of endeavors.

Integral with the concept of staff development is the function of consulting and its associative skills. Decentralization places a high premium upon providing services rather than supervision to schools. Those who provide such services are, in reality, internal consultants with school personnel as clients. Yet, there is virtually no direct training in consultative theory, practice or skills for either potential or existing district consultants.

3. Curriculum Development: The final distinct, yet concommitant, need factor concerns the general area of curriculum. Recognizing the general framework of both state requirements and board policy that curriculum is an individual school concern, there is not a coordinated and systematic procedure to ensure the infusion of curricula ideas and projects external to the district.

   The current status of these three general needs areas (internal resource utilization, professional development and curriculum development infusion) therefore constitute the general IS condition.

The Teachers High on Resources Utilizing Self-Teaching prospectus also suggested that three components be established to alleviate these needs. It then moved into a discussion of how the components might be implemented. The components and procedures are detailed below.

> To assist the district in moving from its (autonomous and opinionated) orientation to (one of interdependence and openness) there should be an alleviation of the three identified need areas; specifically an increase in utilizing internal resources, an on-going, systematic, professional development program, and an external curriculum development effort.
>
> What should occur is the establishment of a consortium for educational development which would be responsible for the following procedures or components:
>
> > Internal Resource Utilization: This component would provide a direct coordinating service or a "linking" function to the schools by matching needs and wants with internal resources. Included is the establishment of an internal resource data bank leading to an identified cadre of internal staff consultant resources.
> >
> > Professional Development: This component provides for district sponsored inservice activities through utilization of internal resources as much as possible. It includes the creation of a systematic ongoing professional development plan which provides developmental activities ranging from one or two hours in length to extensive sequential training of two or three years duration.

One major emphasis is upon direct training in consulting skills for both those district personnel whose primary function is a consulting one, including training local onsite internal specialists and for those individuals constituting a resource network as identified in internal resource utilization above. An additional stress of this component is the provision for activities which emphasize common shared experiences regardless of role, status or position.

Curriculum Development: This function includes the systematic gathering of information about external curriculum resources in terms of workshops, institutes and other training opportunities as well as disseminating such data to potential users. This component includes, as well:

1. The gathering of information of externally generated curriculum which could be employed as means to meet internally generated district and school goals and objectives. In essence, this component enables users to examine and adopt, as needed, innovative educational curricula which serve to meet their own goals and objectives.

2. "On call" assistance to curriculum developers within the district.

3. "On call" assistance to project and proposal development efforts as district personnel. This becomes most important in light of reduced district/state revenue.

Procedure: The suggestions below are for beginning as well as assumed necessary conditions.

1. The consortium should be housed within an existing operational unit. The most natural seems at this point to be pupil personnel services within the division of research and development.

2. Initial efforts should be in a low key, low profile mode, yet with sufficient visibility to be seen by those who see potential in the consortium's activities.

3. The expansion of the consortium would depend upon its usefulness to the consumers (operating and school units). They would buy its services in terms of their own needs from their existing resource/staffing budgets.

4. A communication system would be established to enable the consortium to act as a clearing house for information concerning internal resource utilization, professional development and curriculum development.

5. The consortium could be initially a no-cost venture, since its primary function is coordinating and utilizing existing district resources.

Current Status of District Efforts

At this point in the district's OD efforts, several steps have been envisioned in the implementation of the educational development component. First, the Pacific Harbor High School principal has agreed to release the internal consultant to the research and development division. Then he will "buy back" the internal consultant's time for 3 or 4 days per week. Under this arrangement, the internal consultant will continue to do essentially what he was doing as a regular staff member of the school. However, with the internal consultant officially housed at the district level, a structural change has occurred, albeit a small one. This in turn has led to the development of a norm of using the "buy back" model to secure organizational development consulting assistance at the local school level. As the norm grows in strength and the internal consultant's time is requested by more operating units, his time at Pacific Harbor High School will be reduced accordingly.

The specific task of the internal consultant, when under "contract" with Pacific Harbor High School then, will be in the direction of increasing the school's OD capabilities. As related to PODS, this is projected to include:

1. Additional training in *Research Utilizing Problem Solving* and *Interpersonal Influence* to increase the size of the school OD cadre pool and to provide sufficient personnel to conduct *Preparing Educational Training Consultants-I: Skills Training*.
2. Identification of a cadre of specialists from the ten individuals who have experienced at least two PODS systems, to design future training plans with special emphasis upon implementation of the goals statement.

Members of the initial cadre will continue their own development in PODS. At the same time, they will begin to apply their newly acquired skills to the practical problems of determining procedures by which they can become accepted internal consultants through the vehicle of goal statement implementation. During this process, these local onsite consultants will become part of the projected district internal resource utilization component.

For both Pacific Harbor High School and the district, PODS thus becomes a convenient, valid and reliable means to provide OD skills training to personnel who demonstrate the necessary competencies and who are willing to engage in the difficult processes of helping the organization and its people to achieve their goals.

SUMMARY

Efforts to implement PODS in the Pacifica Unified School District occurred initially within the context of larger OD attempts that grew from a single school. Such efforts seem to be moving toward a district function. This suggests that in a system where the central office is unwilling to make decisions for individual schools, attempts to implement PODS at the district level will be difficult. A more effective procedure may begin with a school which has strong independent and creative tendencies. These latter tendencies should be backed by a history of OD efforts, as witnessed by an administrative position specifically designated for organizational development activities. In other words, start up and go with strength!

CHAPTER 3: NORPORT CASE STUDY

This report is based on our experiences with installation of a PODS program in the urban school setting of Norport. The community of Norport is predominantly white and middle class. In 1974, the median income was $19,900. Ethnic groups account for 12% of the total population, and 20% of the school population. The administration of Norport schools is organized along traditional lines, with most functions operating from a centralized administrative complex.

DESCRIPTION OF SETTING

From the air, Norport appears to be similar to an hour glass situated between two bodies of water and framed on both sides by mountain ranges. To the east is Lake Mira and the Celtic Range; to the west, Catalina Sound and the Crown Range. East of the Celtics are great wheat fields; verdant forests lie west of the Crowns.

Norport has long been known as an aircraft production center and owes most of its wartime and post-World War II growth to this industry. More recently, the economy has witnessed a diversification in both industry and commerce, but aircraft production, lumber products and maritime activities remain the foundations of the economy. The diversification has helped curb the exodus of residents from the area. High unemployment continues to persist around Norport, though down from the 17% level of the late 1960's and early '70's.

The public schools have been equally affected by this period of rapid change and economic instability. The post-war birth rate pushed the student population to 100,000 in 1965, which eased to approximately

60,000 in 1975. The rapid growth of the system and improvements in educator salaries resulted in an annual increase of expenditures from $55 million in 1967 to almost $110 million in 1975. State financial support of public schools has not kept abreast of economic changes; existing tax structures require local districts to seek greater public contributions to maintain existing operational levels. The declining student population, increased operational costs, community concern with schools, and an annual levy brought the system to its knees in April 1975, as voters defeated a district request for 1976 operational funds.

Norport School District is organized along traditional functional lines, with a superintendent and two associate superintendents (one for Instructional Services and one for Support Services). There is a Cabinet which includes representatives from the relevant functional departments: Personnel, District and Staff Relations, Building and Maintenance, Research, Curriculum, Special Educational Programs, Basic Skills, Occupational Education, Human Relations.

For administration of instruction, the district is divided into two regions. Each is under the leadership of a Deputy Superintendent who reports directly to the Associate Superintendent for Instructional Services. The organization is designed such that, ideally, central administration establishes performance criteria and monitors their application within the regions; each region operates somewhat autonomously within the framework of the guidelines. Regional staff, in collaboration with central office personnel, assist in the implementation and evaluation of established criteria and guidelines.

To recognize and protect the unique contributions and needs of individual school communities, each region is organized into six consortia.

One consortium consists of all the elementary, junior high and middle schools that feed students to one high school.

The district is composed of 85 elementary schools, 6 middle schools, 11 junior high schools and 12 high schools. The district also operates a special school for the mentally handicapped, and another for the orthopedically handicapped. Approximately 4,500 certified and an additional 700 professional personnel are employed by Norport School District.

HISTORICAL ANTECEDENTS

In 1966, the Norport School District in cooperation with a group of professors from the State University at Grenich (SUG) initiated a study of the Guidance Department to: a) assess the effectiveness of service delivery to teachers, students, parents and the system; and b) to determine whether there existed a need for modification in departmental organization and operation. This committee was chaired by Dr. Harold Platt of the School of Psychiatric Medicine and subsequently called the "Platt Committee"; it recommended to the Board of Directors and the Superintendent of Schools a variety of changes that included a broader role for student services.

Members of the Platt committee observed that while persons were assigned "traditional" roles, their services often over-lapped. Thus, counselors and psychologists often performed functions that were historically defined as social work roles, and social workers performed tasks that counselors and psychologists perceived as their functions.

A study by Dr. Frances Larson in 1969 corroborated this observation. Her analysis of role-functions of guidance workers suggested three major differences in role functions among guilds: a) counselors engaged exclusively in vocational counseling; b) psychologists performed psychometric assessments; and c) social workers were the primary liaison between the home and the school. Of those functions examined, she concluded that there was no significant difference among guilds other than these three.

Dr. Larson's study and the recommendations of the Platt Committee, combined with the social changes of the late 60's, exacerbated the need to search for alternatives to traditional guidance worker roles. Preliminary efforts focused on differential assignment of personnel, cross-guild training, and emphasis toward a more generalist role for the student services worker. Inservice training in organizational development theory and organizational change methodology was initiated. It was anticipated that workers with an expanded awareness of organizational dynamics could more effectively sustain within the schools and the community movement toward a generalist role. These personnel could subsequently provide the services that would be most responsive to the needs of students in an urban environment.

Early Training for Guidance Staff

Growing student unrest and community dissatisfaction with the process of schooling gave imputus to the need for continued exploration of alternatives to traditional guidance roles. With the availability of federal, state and local monies to assist in the development of skill improvement programs, the Department of Student Services in 1971 initiated a program to train staff to more competently deal with interpersonal and intergroup conflict. Following guidelines established by the Office of Education, a cooperative venture among the State University, the Norport Industrialization Center and the public schools was undertaken to upgrade worker skills in the areas of communications, team building, problem solving, conflict management and organizational dynamics.

Concurrent with the implementation of the training program for student services workers, the district embarked on a series of programs designed to provide racial balance in the schools. A Citizen-Staff Human Relations Committee was appointed by the Superintendent in October, 1971. The Committee's purposes were to develop a definitive statement of a multi-ethnic human relations program for the system, and to design processes for coordinating existing district efforts.

A District Human Relations Task Force was created to implement the recommendations developed by the Citizens-Staff Committee. The Task Force was given responsibility for designing and implementing human relations training programs for school personnel, students, parents, and community and to assist teachers and students in learning and understanding the experiences and contributions of racial minorities in the development of the country. The Director of the Task Force would report directly to the Superintendent, and serve as a member of the Superintendent's Cabinet. The Task Force, from its inception, was viewed by the district administration as a means of coordinating existing human relations efforts, and in cooperation with other District programs, to enhance the district's long range desegregation efforts.

With leadership from the Human Relations Task Force, a forty-hour "inservice training" program was developed and implemented for staff and community. Participants would have opportunities to examine their cultural attitudes and behaviors, unconscious biases, myths and stereotypes toward people of different races and cultures. The insights, information and communication skills acquired would then be translated by the participants into action plans enhancing cultural pluralism in their respective schools.

It was assumed that projected workshop outcomes would not occur automatically, and that additional training and support would be required to effect stabilization of attitudinal and behavioral changes. In the fall of 1973, school-based human relations committees were organized as one means of providing a support base for those who had received training and desired to initiate similar programs in their respective schools. Through the Human Relations Task Force, additional district-wide programs were implemented to provide support and training to staff in areas of curriculum, instruction, staff assignment, student assignment and community involvement.

Student services workers receiving training in the interpersonal and intergroup conflict management training program were perceived by the Task Force as a potential resource for implementing human relations programs. However, the application of newly acquired communications, problem solving, team building and needs assessment skills to district desegregation efforts represented a change in the focus of traditional student service roles. Many student services personnel welcomed the opportunity to examine the application of their services. Others, however, viewed their roles in more traditional terms.

Three primary training needs became apparent:

1. A series of programs designed to foster implementation of a skills development, human relations program geared to the needs of most of the teaching staff
2. An intensive experiential program to prepare student services specialists and administrators as primary human relations facilitators
3. A developmental, management oriented inservice program for selected administrators and student services personnel, who with additional training would be able to help the organization increase its capability to meet the changing needs of learners in a multi-ethnic, multi-cultural urban center.

Existing training programs for student service workers were based primarily on needs expressed by student services personnel themselves, and did not always account for general system needs.

The district's desegregation efforts contributed additional data toward assessing the basic competencies required for those who would serve as human relations trainers and be available to help local school staff stabilize growth gained in human relations training. In September 1973, a Governance Board of student service workers, and representatives from the community, State Office of Education, public agencies and local universities with students services training programs was convened. Its purposes were to examine the existing training program in light of current district needs, and provide recommendations for making current efforts consistent with overall district needs.

Selection of PODS

During the time the Governance Board was writing program development guidelines, personnel from NWREL contacted the Norport School District's Planning, Research and Evaluation Department to introduce the PODS program. Since, in the perception of Planning, Research and Evaluation, the NWREL programs seemed to refer to human relations, arrangements were made for appropriate Task Force personnel to view the materials.

An overview of the PODS program was presented during initial discussion with Task Force personnel. The Project Director for Inter/Intra Group Training and selected members of the Program Governance Board met to further explore the possibilities of PODS' compatibility with the design requirements defined by the Governance Board.

Initial assessments indicated that components of the Program would provide the desired skill training. While PODS was experimental, the case seemed appropriate, times schedules for each sequence of events would be managable, and the programs could be diffused to large numbers of staff.

Furthermore, it was felt that the program objectives were consistent with the system's needs and stressed acquisition of skills rather than a sensitivity training approach.

Program constraints were discussed; there was no ethnic focus incorporated into the design, and the projected 650 hours of training required to complete the program meant that much of the training would occur on weekends or on staff members' own time. Budgetary alllocations did not permit the program to purchase teacher/staff release time. Since this program was new to the area and of an experimental nature, it was questionable whether adequate participation could be encouraged. As a result, NWREL staff suggested that District personnel experience one of the programs prior to making a final decision regarding installation.

STRATEGY FOR IMPLEMENTATION APPROVAL

Prior to June 22, 1973, the Norport School District and Northwest Regional Educational Laboratory had made numerous attempts to diagnose and assess the extent to which their self-interests could be mutually served by a long-range collaborative effort. Dr. John C. Malcum, Coordinator, Instructional Systems Planning Division of the South Region Schools in Norport, expressed an interest in the Improving Teaching Competencies Program's instructional systems. William Ward of the Northwest Regional Educational Laboratory invited Dr. Malcum and Paul Brown, Supervisor of Instructional Systems Planning and Development, to meet in Portland on June 22. The purpose of the meeting would be to discuss how the two organizations might work together.

As a result of a reorganization in the Norport Public Schools shortly after the visit with Malcum and Brown, Northwest Regional Educational Laboratory was referred to John Riley, Director of the Human Relations Task

Force, and Ed Dulap, Director of the Conflict Resolution Project. The Program was explained to Riley and Dulap in September, 1973. Both expressed interest in starting PODS training in Norport School District.

Some of the early discussions with Northwest Regional Educational Laboratory personnel concentrated on the potential of using Norport as a field-test site for the untested PODS systems. Northwest Regional Educational Laboratory could provide the training if the local institution would provide a training space and participant release time, and identify client groups for Preparing Educational Training Consultants-II and Preparing Educational Training Consultants-III populations. Preliminary approval to documentation pending further discussions with Northwest Regional Educational Laboratory regarding "field-site status" was assured by the Deputy Superintendent for Instructional Services.

In October 1973, Northwest Regional Educational Laboratory began recruiting candidates to test a series of hypotheses concerning a new program under development, Interpersonal Influence. It was agreed that Northwest Regional Educational Laboratory would invite two district staff to experience one of the systems being field-tested. These two would then replicate the workshop for selected district personnel. At the same time, the district would run a Preparing Educational Training Consultants-I workshop using local trainers trained by the Preparing Educational Training Consultants-I developers. If local participants evaluated the program positively and could identify potential uses within the system, further discussions would ensue between the District and NWREL about extending the program.

The initial workshop was well received by local participants, who encouraged further contact with Lab personnel. These contacts involved further descriptions of the PODS systems, projected costs and time-lines, definitions of responsibilities, and planning the development of a program support base among local staff. A public meeting was scheduled, at which the program would be described for interested staff and an assessment of potential participation could be made. If sufficient interest existed, contacts with Central Office administrators would be made to influence administrative support. Interest was indeed high at the staff meeting on December 4, so contacts with central office administrators were initiated to seek endorsement for the installation of PODS.

At the same time, the Norport School District manager entered into negotiation with the program officer in Washington, D. C. to seek approval to divert training monies toward this program. This request was granted in February, and district support was thereafter forthcoming. Concurrently, discussions with the Deputy Superintendent for Instruction and his staff were conducted to assure that, once begun, the training would continue to completion.

Staff meetings continued. The district program manager met with groups of principals and administrators to describe the program and its potential benefits for the system and individual staff. Principals were advised that only those staff members who were committed to OD training would be allowed to enroll in any PODS component; further, as part of the application process, principals would be asked to endorse their staffs' participation in the program. Ward and Dulap met with the Instructional Cabinet, and contacted the administrative staff in each of the two district regional offices. Cabinet members neither openly resisted nor formally legitimized the implementation of PODS. The action of the Cabinet might best be described as passive permissiveness.

Finally, additional support and participation were enlisted from community agencies and school oriented groups. Correspondence describing the program was sent to all student services personnel and the project manager met with the staff of each region to explore the potential PODS could offer to individual participants.

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ANTICIPATED OBJECTIVES

In June 1974 the three year EPDA grant awarded through the United States Office of Education terminated. Continued program funding was made available through District Program Improvement Funds allocated for desegregation planning. The Instructional Division began its planning of objectives for the 1974-75 school year. It based the planning on a proposal developed by the District Deputy Superintendent for Region I, "Hierarchical Approach to Human Relations Skills Development" (see Appendix C). Elaboration of the concepts in the "Hierarchical Approach" paper were contained in a Program Proposal approved by the Instructional Division for implementation during school year 1974-75 (see Appendix D). Table 1 describes the expected sequence of training events and their relationship to district goals and expected outcomes.

The steering committee and the Director of the Conflict Resolution Project formulated a set of objectives for school year 1974-1975. Their statement of these objectives is quoted below.

TABLE I: SEQUENCE AND RELATIONSHIP OF TRAINING EVENTS TO EXPECTED OUTCOMES

Hierarchial Level	Description	Training Sequence	SY 73-74 Program	SY 74-75 Program
I				
II	Basic inter/intra-personal skills, problem identification/problem solving and communication skills. This is the minimum competency level for all staff.	1. Research Utilizing Problem Solving 2. Interpersonal Communications 3. Interpersonal Influence 4. Group Process Skills	Fifty District staff received training in the implementation of Level II programs.	
III	Intergroup awareness, organizational analysis, needs assessment, consultation skills, and additional training in problem solving/ problem identification. Minimum competency level for administrators and student services specialists.	5. Preparing Educational Training Consultants I 6. PETC II 7. Human Relations In-Service Training Workshop	Fifty District staff received training in PETC I systems and demonstrated capability to design and implement workshops responsive to the needs of school personnel.	Twenty-one of the District staff who completed Level II training will be selected to received Level III training during SY 74-75.
IIII	Maximum competency in Human Relations skills, knowledge of multi-ethnic, multi-cultural resources, organizational problem solving, conflict resolution skills, and development of organizational consultation skills that assist the system to increase its functional capabilities.	8. PETC III - IIII 9. Conflict & Negotiations		Open to all staff who successfully complete Level III training. A maximum of twenty one participants may enroll.

TABLE I: CONTINUED

Application SY 74-75	Relationship to Goal	Inplementation Requirements	District Dividends
Trained District staff will implement a minimum of one Level II program per District Consortia.	Preparatory skill training for staff prior to participation in Human Relations In-Service Training Program.	Facility Materials Participants Consortia support/endorsement	Provide training in basic inter/intrapersonal skills for staff Design learning experiences for staff consistent with District goals, objectives and indetified needs.
Each participant in PETC II will provide a minimum of nine hours consultation to school human relations committee for developing a building level human relations action plan.	Assistance in development and implementation of staff developed human relations, building-level action plans or programs. Management development in-service training for selected school and administrative personnel.	Five days release for each Petc II participant. Identification of client groups. Release time for participation in Human Relations In-Service Program.	Assistance and consultation for implementation of building-level human relations action plans. Provide management development training for selected staff and administrators.
Participants in Level III will provide consultation to an educational unit or department and will assist in the implementation of a District plan to bring about reform in the educational program.	Consultation in organizational development.	Twelve days release time for each participant in PETC III-I-III. Identification of organizational client groups. Costs for retreat facility.	A cadre of staff competent to assist the organization assess itself, modify norms and increase its functional capability Assistance in implementation of Desegregation-Integration plans. Recommendations on functions to be strengthened or added to assure goal attainment.

PROGRAM GOALS SY 74-75

1. Provide additional resources to staff in the areas of group process, problem solving, decision making and interpersonal influence.

   - preparatory skill training for staff prior to participation in Human Relations In-Service Training
   - assistance to staff in development and implementation of human relations, building-level, action programs
   - coordination, follow-up and support for District efforts in desegregation planning and implementation

   Given seventeen days release time from regular assignments plus fifteen weekend days for training in PETC systems, each of the twenty-one participants selected to continue in the program will conduct one forty-hour workshop for staff from the Norport Public Schools in one of the following Northwest Regional Educational Laboratory systems:

Research Utilizing Problem Solving	40 hours
Interpersonal Communications	40 hours
Interpersonal Influence	40 hours
Group Process Skills	40 hours

2. To develop a cadre of staff specialists capable of identifying and implementing norms and structures that enable the organization to continuously modify itself to meet the changing resources of the system.

   - management development in-service training for selected school personnel
   - provide staff opportunity for growth potential that addresses itself to the present and/or planned needs of the system
   - provide training for staff for the development of a multi-ethnic integrated, quality educational program for all students enrolled in the Norport Public Schools
   - provide consultation to staff in organizational self-renewal

Given approximately 500 hours training in PETC systems, twenty-one school district participants will be able to (a) apply diagnostic and intervention strategies in helping a school add, or strengthen a function needed to attain an Institutional Goal of the Norport

> *School District, (b) will idlentify five personal competencies to be employed in deriving an explicit rationale for assuming a consultant role in a District School in support of attaining an identified goal, (c) will write behavioral objectives designed to improve learner experiences and for contributing actively to improved MBO procedures for respect and constructively deal with others even when conflict exists, (e) deal constructively iwth intrapersonal and face to face interpersonal situations, (f) identify real conflicts, as distinguised from falsely assumed ones, surface them and deal with them constructively, (g) identify and implement norms and structures that enable the organization to continuously modify itself to meet the changing needs and utilize changing resources, (h) apply diagnostic and intervention techniques for organizational changes which build in new norms and/or structures to add and maintain functions so that the system will have increased capability to meet its own needs.*

Thus, the PODS program in Norport would be directed toward the development and implementation of a program to train a new professional--one able to serve the student-client as well as the system-client, and help each be more responsive to the other.

The resulting system-client relationship would enhance mutual accountability. Ultimately, PODS graduates would train others to deal with the individuals and groups comprising the Norport system.

To accomplish these objectives and realize the ultimate goal, we envisioned a system that would lend itself to providing educational personnel with not only coping skills, but with the potential to be intentional and proactive in shaping the future of Norport School District. With the decision to install PODS, planning was begun that would: a) involve in the decision making those with the information most appropriately related to the objectives; and b) assure the smooth, effective and systematic initiation of activities.

PODS INSTALLATION

Installation activities began on several fronts, involving both those who would experience the training, as well as the administrative support personnel charged with authorizing program development and installation. Following an introductory meeting on January 31, 1974 for interested teachers, administrators, pupil personnel service workers and community workers, volunteers were recruited from among potential participants to serve as a Planning Committee. Committee members assumed responsibility for decision making efforts, and when and how participant recruitment would occur. All Planning Committee members were committed to obtaining all of the training necessary to become OD consultants.

The Planning Committee and the Program Director agreed to use a shared-decision making model and that all matters concerning the installation of PODS would be appropriate agenda items for the committee. A chairperson pro-tem was appointed for each meeting. The committee continued to operate through the duration of the training program; most of its work, however, was accomplished during the first six months of the training schedule.

Funds were available for the training of a maximum of 72 persons in Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence and Preparing Educational Training Consultants-I. The Planning Committee agreed to conduct two workshops per system so that as many interested staff as possible could participate. Participants were given the option of selecting dates for training events on a first-come, first-served basis. Approximately $74,000 was available for participant stipends; the Planning Committee, after careful consideration, agreed to identify 50 participants who would be recruited for Preparing Educational Training Consultants-I training and be paid stipends for a portion of the training.

The remaining 22 staff would participate in the program but would not receive stipends. Between March 15, 1974 and June 29, 1974, 70 participants completed Research Utilizing Problem Solving, 61 finished Interpersonal Communications, 97 completed Interpersonal Influence and 72 finished Preparing Educational Training Consultants-I.

A condition stated by Northwest Regional Educational Laboratory for naming Norport as a field test site was to provide training at no cost for not more than 24 participants in Preparing Educational Training Consultants-II and Preparing Educational Training Consultants-III. The Planning Committee was, therefore, confronted with developing plans in such a way that only a portion of Preparing Educational Training Consultants-I participants would be offered training in Preparing Educational Training Consultants-II and Preparing Educational Training Consultants-III. Potential participants were informed that following Preparing Educational Training Consultants-I training, selection criteria would be implemented to identify the 24 who would continue with the advanced PETC systems.

Selection of Participants

Before the first Research Utilizing Problem Solving workshop in January 1974, the Planning Committee initiated the enrollment procedure, identified the selection criteria and circulated information and enrollment forms to potential participants. Prior discussions in meetings with the workshop planners had resulted in the establishment of the following priorities and quotas for PODS enrollment.

Quota	Criteria
36 Student services	Applicants from Norport School District attendance area
4 Administrators	Applicants committed to registering for four initial training systems
5 Teachers	Applicants registering for individual training systems
5 Community personnel	Date or receipt of registration

Within a week over 100 persons had submitted applications. Eighty-four applied for participation in the initial four systems; 16 applied for one system.

The Planning Committee met in March and ranked applications according to published criteria and quotas. Fifty applicants were sent letters notifying them that they had been selected to participate in the Preparing Educational Training Consultants-I program. Two exceptions were later granted to individuals who contended that they had submitted applications through mail channels, though our office had no record of their receipt. Candidates not accepted for Preparing Educational Training Consultants-I were given first chance to enroll in the Research Utilizing Problem Solving workshop on a space-available basis, with assurances that priority consideration would be afforded them for cancellations among the 50 selected.

Faced with the possibility of a reduction in numbers of participants, the Planning Committee worked on a process for selecting the 24 participants who would continue into the Preparing Educational Training Consultants-II and Preparing Educational Training Consultants-III training. The Committee agreed on a system of "growth-rating," and enlisted the assistance of Preparing Educational Training Consultants-I Senior Skill Trainers to develop a growth rating form which would be completed by each participant, by one or more senior trainers, and by one or more participant colleagues. These forms would be reviewed by the senior trainers and the project director; those who indicated interest in continuing with Preparing Educational Training Consultants-II would schedule individual conferences with the senior trainers to agree on criteria to be met prior to continuation.

RESULTS OF IMPLEMENTATION STRATEGY

In general, implementation of PODS training proceeded according to the schedule developed by the Instructional Division.

Though Level II training had occurred during the 1973-74 school year, those trained agreed to conduct one Level II training program during school year 1974-75. Participants were assigned to specific consortia within the system and in cooperation with consortium administrative personnel, designed and implemented one Level II program. Level III and IV training was conducted as designed; implementation of the Level II turn-around training requirement occurred between Levels III and IV.

Support for the program took different forms. Some principals enrolled in programs on a one-time basis, while others applied to participate in the entire program. Some principals gave written endorsement, but offered little followup or encouragement to participating staff. One princiapl provided a participating teacher from his building two hours per day release time from the classroom to utilize his skills with teachers and students in the building. All principals who had staff participating in the program openly encouraged the participation by: a) providing release time from building assignments to attend workshops conducted during the school day; and b) allowing participants to be absent from the building to do consultation with other school staff or organizations. In addition, student services administrators were supportive of staff participation and provided time at regional meetings for participating staff to share with others the nature of their involvement and the skills being acquired.

Following conditions outlined by NWREL, each staff member who enrolled in one or more PODS components had the written endorsement of his/her building principal. Each region's deputy superintendent signed endorsement letters which were sent to building principals. The deputy superintendent for instructional service allocated $4000 from his budget to purchase necessary materials for conducting staff workshops.

Through a combination of local and NWREL resources, 18 Norport School District staff completed PODS; this was the number projected by the Planning Committee in 1973. Six more completed all except Preparing Educational Training Consultants-III. The 18 who completed PODS provided training in Northwest Regional Educational Laboratory's programs for approximately 700 other Norport School District staff. In November, 1974, Social Conflict and Negotiative Problem Solving was offered to the participants selected to complete PODS. Two Preparing Educational Training Consultants-II workshops were conducted in December and January. Arrangements were made to offer Preparing Educational Training Consultants-III training in Norport for the 20 members remaining in the program. The Preparing Educational Training Consultants-III training was provided between November 21, 1974 and July 11, 1975. Table 2 on the following page shows the breakdown by occupational category of participants who attended the training.

Thirty of the 50 persons completing Preparing Educational Training Consultants-I indicated interest in continuing; six of these were eliminated for failure to complete the contracts for personal growth negotiated with the senior trainers and project director. Only one of the six candidates eliminated contested the referent criteria and this matter was dealt with on a personal basis. One person eliminated himself during Preparing Educational Training Consultants-II training, and two others eliminated themselves during Preparing Educational Training Consultants-III; a fourth participant left the program for sabbatical leave between Preparing Educational Training Consultants-II and Preparing Educational Training Consultants-III. As the training progressed, William Ward continued to meet with the Planning Committee to discuss ways in which plans could move ahead to involve Norport School District personnel in the final field testing of Preparing Educational Training Consultants-II, and the continued development of Preparing Educational Training Consultants-III and Social Conflict and

TABLE 2: BREAKDOWN OF PARTICIPANTS ATTENDING PODS PROGRAM COMPONENTS

System	Dates	Total Number of Participants	Psych-ologists	Counselors	Social Workers	Admin.	Teachers	Human Relations & Aides	Community	Guidance	Tra[illegible] in System
IPC	March - April '74	61 83	11	14	4	5	6		13		
RUPS	March '74 Follow-up: April, June	70 100	9	14	2	6	25	1	13		2
PETC I	October '73 June '74	52	11	14	4	8	9		6		2
CPS	October November June '74	120 276									52
INFLUENCE	October - November '74	97 121	13	15	4	8	30	1	4		3
PETC II	January '75 December '74	24	7	8	1	7	1				
SCANPS	Nov. 7-10, '74	22	7	9	1	4	1				
PETC III	Jan. - July '75	13	7	4		4	* 1 1/2		*1 1/2		

*1 person in the role of counselor/teacher and Negotiative Problem Solving. As of this writing, 21 persons have completed Preparing Educational Training Consultants-II as part of the field test conducted by Northwest Regional Educational Laboratory.

Critical Incidents

During the Preparing Educational Training Consultants-III training in April 1975, the Norport School District's annual operating levy request for 52.5 million dollars was rejected by voters for the second and final time. The district initiated immediate measures to protect itself under terms of existing state regulations, by announcing non-renewal of approximately 1,700 certificated teaching/administrative positions, curtailing further financial expenditures and canceling most inservice training programs.

Of the 18 participants in Preparing Educational Training Consultants-III, only 3 were advised that they would likely be returned to classroom assignments. A number of participants questioned continuing with the training programs. Funds for substitutes for the two teachers participating in the training were frozen. Subsequent intervention by the installer resulted in the restoration of substitute funds for one teacher not receiving notice of non-renewal. Substitute funds for the teacher receiving non-renewal notice were not restored; however, this person was resourceful and was able to participate in the remaining training exercises. Approval was given by the Deputy Superintendent to continue the training program to completion, but without commitment of any additional funds.

With the approval to continue training, participants' spirits were restored and workshop activities seemed to have a more serious flavor than previously. There was free floating anxiety and uncertainty about future employment possibilities among the participants. Emerging from this, however, was a realization for many that the skills and techniques being learned might be a means to future sources of support and professional endeavour. Thus, for many, the PODS training was viewed as the "bridge over troubled water."

EVALUATION

Two evaluation instruments were employed during the PODS training. One was a modified version of an assessment form provided by the Norport School District Office of Staff Development. This was used for Group Process Skills workshops. The second evaluation instrument was the growth-rating form used by Preparing Educational Training Consultants-I trainees to evaluate personal behavior and growth. The "field-test" status of much of the training along with a Northwest Regional Educational Laboratory "impact study" being conducted in the system on Group Process Skills and Interpersonal Influence at the same time promised to yield sufficient data from which generalizations to the local situation could be proffered.

Using the following scale 120 Group Process Skills participants were asked to respond to four questions:

Not relevant	Somewhat relevant	Very relevant	Questions 2,3,4
1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	
Not as good	Similar	Better	Question 1

1. How would you rate this workshop as compared with other workshops in which you have participated?
2. How would you rate the workshop as related to your needs and expectations?
3. How would you rate this workshop in terms of applying the knowledge and/or skills in your work setting?
4. How would you rate this workshop as having relevance for the Seattle School District?

Figure _1_ below shows the results from the 109 participants who responded

Figure 1: Group Process Skills Participant Responses

	Not Relevant	Somewhat Relevant	Very Relevant
1.	7%	39%	54%
2.	1%	12%	87%
3.	3%	20%	77%
4.	0%	24%	76%
Avg.	2.75%	23.75%	73.50%

Preparing Educational Training Consultants-I trainers were asked to assume responsibility for their own self assessment as a means of identifying skills and behaviors to be acquired prior to continued participation in PODS.

During Preparing Educational Training Consultants-I, participants were acquainted with the purpose and objectives of the Growth Rating Form. Each participant was given three sets of rating forms. One form was completed by the participant. The second set was completed by a colleague of the participant's choice, and the third was completed by the participant, in consultation with the workshop trainer. The participant and trainer then assessed the results and identified the means through which the participant could acquire the prerequisite skills desirable for continued participation in the program.

As explained earlier, the program design specified that only 24 of the 50 Preparing Educational Training Consultants-I participants would continue into Preparing Educational Training Consultants-II. Prior to installation of Preparing Educational Training Consultants-II, only 25 of the Preparing Educational Training Consultants-I trainees judged themselves prepared to continue in the PODS program. The optimism and dedication to the rigorous schedule among those who did continue were impressive. No specific data were collected as to the impact of the total PODS program on the Norport system. However, it seems plausible to infer from participant support of the training that the system not only fulfilled individual needs, but also provided participants the support and wherewithall to effectively intervene within the system.

Despite the levy loss during the Preparing Educational Training Consultants-III training and the implications of it for both participants and the system, the enthusiasm of the trainees remained high. Moreover, the loss provided unexpected opportunities for trainees to experience and integrate the concepts advanced during the PODS training. Here, at first hand, participants witnessed and experienced a system struggling to maintain its life-blood. There were disparaging comments when the issues involved suddenly took on a very personal nature; but throughout the resulting circus of events, participants' determination to conceptualize what was occurring remained priority.

Perceived Outcomes

The most significant results of PODS training at Norport involve not the extent of organizational change, but rather the changes in the beliefs, attitudes, values and understandings of the trainees. Post-training interviews with a random sample of participants revealed that personal growth, awareness and a higher level conceptualization of organizational change processes were the most frequently mentioned perceived outcomes. Most of the participants viewed themselves as more skilled and more competent to make entry into systems to do OD work.

Practioners and astute observers alike have reported distinctions between those who participated in the program and those who did not. Those trained were perceived as more assertive in defining their roles, more open to taking risks, able to take more active roles in meetings, and more assertive in one-to-one relationships. They were also better able to identify strategies and processes used by colleagues.

PODS participants were able to identify systems problems that could not be solved by existing structures. They recognized and identified organizational resistance to change and OD training, and questioned the potential for change in urban educational systems. They learned through experience the constraints organizations place on internal consultants. They raised perplexing questions, sought data, shared ideas with one another, questioned functions, experimented with different roles for themselves, and sought in OD literature the methodology and the theory to support their emerging views of organizations.

Relationship of PODS Training to Norport School District

Two major goals of the Norport client system are to provide full racial integration and to create among staff and students an appreciation for and understanding of the value of cultural pluralism. While expressions of racism and bigotry are seldom heard, there is ample evidence from behavioral observation of some staff and students of an underlying attitude of white superiority.

Norport School District has created a number of organizations to deal with issues underlying the attitudes of students and staff toward each other. While these organizations are responsible for some changes in attitudes, stereotypic behaviors and attitudes continue to prevail. Collectively these organizations have the staff, resource and expertise to effect change. Coordination in and among the various organizations could enhance the impact that these organizations might have on staff and student populations.

Staff are now provided the opportunity to attend a 40-hour human relations workshop. At these workshops, participants are grouped with others from their home schools and provided assistance and time to develop action plans for modifying their schools' racial environments. Technically, the training staff are to: a) provide ongoing consultation and follow-up to these school cadre; and b) to provide ongoing coordination for human relations awareness activities within the system.

The lack of coordination among the units comprising the Human Relations Task Force has resulted in partial goal achievement and program implementation. This condition has resulted in several problems. First, it has reduced the effectiveness of the Task Force to focus on priority district problems. Second, it has led to the proliferation of additional programs, many of which receive federal support monies. These, in turn, have exacerbated the difficulties in coordination of integration programs.

CONCLUSIONS AND RECOMMENDATIONS

During the process of installing PODS in an urban educational system where OD work was a relatively untried concept, it became apparent that while a need for change was openly acknowledged, there was listtle consensus as to workable solutions beyond trying PODS. The use of internal resources to promote change was viewed with some skepticism. Experts traditionally have come from outside the system and there was only scant evidence that Norport staff knew how to make effective use of consultation. Experts were generally viewed as people who had the answers, rather than as advocates of processes that permitted staff to identify and deal with issues of their own concern.

Issues arose around "credentials" of trainees; after all, only yesterday these same people were often perceived as no more skilled than any other teacher, administrator or student services worker. An implication of this was a questioning of roles that trainees began to assume. This is a desirable question, in view of the concerns which lead to the installation of the PODS system. Before this issue could be adequately addressed, however, the system was confronted with failure of its annual levy. The subsequent reductions in staff made the issue a moot one.

The needs the training served were not eliminated by the loss of financial support. If anything, they were exacerbated. But with severely limited resources, the priority of the system reverted to providing a basic educational program. With no relief in sight in the immediate future and with most of the personnel who received training no longer in the system, the future of OD work in the Norport Public Schools appears dim.

The system's internal installer seriously questions at what level in the organization one should make initial contracutal agreements in order to succeed. He now recommends that: a) the contract be negotiated with the board of education and the superintendent; and b) a team of external OD consutlants (see Chapter 1) be employed at the outset to collect and analyze data to help the board and the superintendent identify the need for change before the training is underway. In this way, the trainees could serve as research associates with the external OD consultants. In addition, trainees would probably direct their practicum projects toward the problems and issues deemed more critical by the board and superintendent. With the legitimacy question answered early, the PODS training would have a much greater chance of success.

CHAPTER 4

PROVIDING INTERNAL ORGANIZATIONAL DEVELOPMENT CAPABILITIES IN A SUBURBAN SCHOOL DISTRICT

The purpose of this case study is to describe the actions and events involved in efforts to implement an internal educational training consultant program in the Capitol County Public Schools. Capitol County is a large suburban school district located in the Southwest. It is part of a major metropolitan area. Capitol County is formerly rural area that experienced rapid residential growth during the 1950's and 1960's. Now it is predominantly a white, middle class residential district of approximately 400 square miles, with a population of about 500,000. The 1974 median family income was approximately $21,000.

The school district is directed by a school board whose 11 members are appointed by an elected county board of supervisors. The school board selects the school superintendent. There are approximately 135 elementary schools, 22 intermediate schools, 22 high schools and 4 secondary (grades 7-12) schools serving a population of 137,000 students. Elementary schools range in size from 200-1000 pupils. Intermediate schools have from 800 to 1400 students. High school populations range from 1000-4000 students. In addition, there are several Special Education Centers that serve the physically, emotionally and mentally handicapped.

The school district is decentralized. Each of its four geographic areas has an Area Superintendent who is responsible for managing approximately 45 schools and 35,000 students. Each Area Superintendent has a staff of about 20. The school district employs approximately 8,000 certificated educational personnel and 6,000 support service personnel.

Of these 14,000, approximately 6,900 are teachers and 700 are administrative or managerial personnel. The central office staff provides the administrative and staff functions for the superintendent; it consists of offices for Personnel, Curriculum, Support Services, School Construction, Finance, School Community Relations, Planning Services, Human Relations and Administration (see Figure 1).

Area offices are composed of Content Subject Area Specialist, Specialist in Budget, Transportation, Media, Pupil Services, Food Services, Plant Operations and Special Education. In addition, each area has a four- to six-member staff development team. The teams consist of former classroom teachers who have been relieved of their classroom responsibilities for one to five years. Their purpose is to assist teachers in improving the instructional programs.

Capitol County Public Schools provides its students with a quality education. Over 78 percent of the graduating students seek post high school educations. The dropout rate is less than 4 percent. There is a high standard of achievement: Capitol County Public Schools' students rank above the 50th percentile nationally in standard achievement tests. Moreover, some 1975 community surveys showed that 75 percent of the population support and are pleased with the performance of the school system.

Prior to 1970, the internal training and staff development efforts in Capitol County Public Schools were limited primarily to conferences and orientation sessions during the fall, evening college credit courses for teachers, and staff development programs for teachers and principals during the summer. In 1965 an Office of Staff Development was organized under the direction of the Personnel Department. In the beginning, its staff development functions were confined to establishing relationships with local universities and providing college credit offerings for

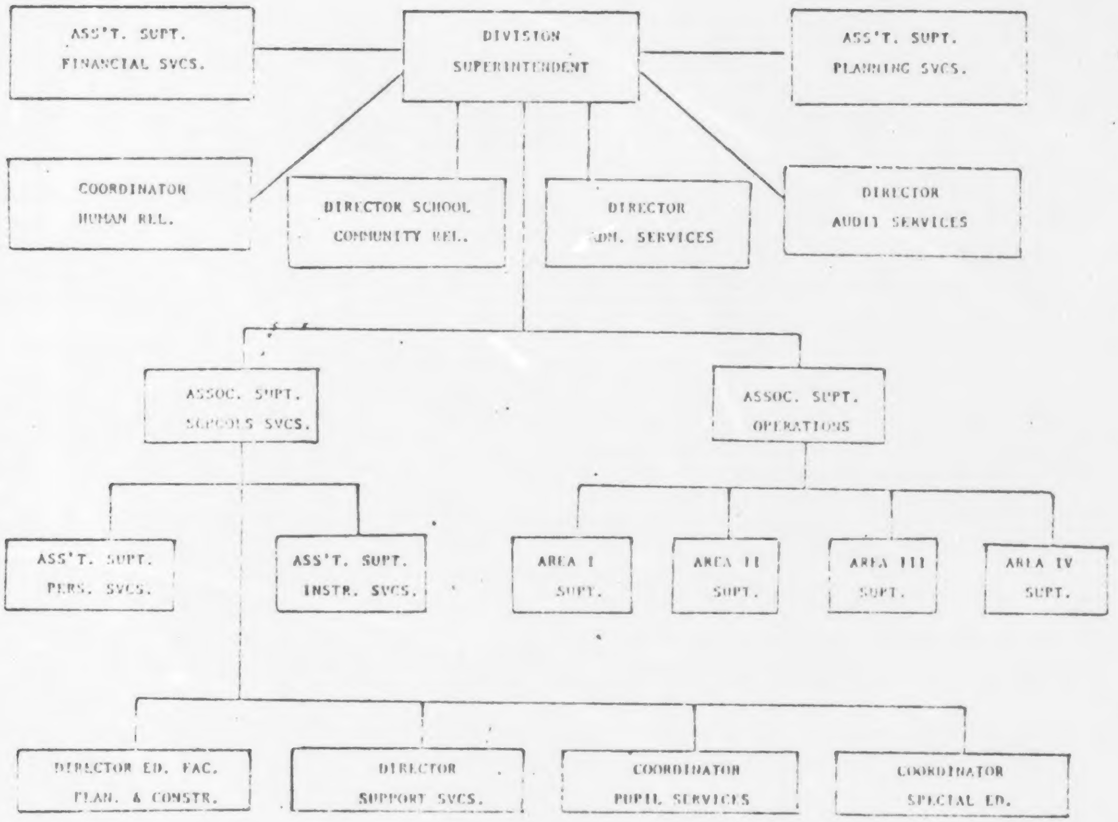
ASS'T. SUPT. FINANCIAL SVCS.
DIVISION SUPERINTENDENT
ASS'T. SUPT. PLANNING SVCS.
COORDINATOR HUMAN REL.
DIRECTOR SCHOOL COMMUNITY REL.
DIRECTOR ADM. SERVICES
DIRECTOR AUDIT SERVICES
ASSOC. SUPT. SCHOOLS SVCS.
ASSOC. SUPT. OPERATIONS
ASS'T. SUPT. PERS. SVCS.
ASS'T. SUPT. INSTR. SVCS.
AREA I SUPT.
AREA II SUPT.
AREA III SUPT.
AREA IV SUPT.
DIRECTOR ED. FAC. PLAN. & CONSTR.
DIRECTOR SUPPORT SVCS.
COORDINATOR PUPIL SERVICES
COORDINATOR SPECIAL ED.

Figure 1

Organization Chart for Fairfax County Public Schools employees. Many other staff development and training functions were developed, implemented and maintained by other departments in the central area offices.

As the system matured and as its staff development efforts became more sophisticated, staff in the Office of Staff Development and Training determined that the following district needs existed:

1. To develop a coordinated staff development effort where the efforts of the various subunits of the organization complement one another
2. To increase the degree of communication and joint planning among the various units planning staff development and training functions
3. To implement a systematic approach to planning, implementing and evaluating staff development and training functions
4. To provide a management training program to assist in improving the efficiency and effectiveness of the line and staff members within the system

In the late 1960's and early 1970's, it was the perception of OSDT personnel that the problems and needs accompanying the staff development and training functions were applicable to many other functions within the district. These typical organizational and bureaucratic problems existed:

1. "Turf" or territory issues, resulting in competition among the various subunits
2. Poor communication both among peers and vertically along the chain of command
3. Prevalence of "the squeaky wheel gets the grease" decision making
4. Lack of clear role classification
5. Few clear lines of power and authority
6. Unclear goals and organizational objectives
7. Direction of staff energies toward in-house arguments and maintenance of secrecy

8. Non-merit-based hiring criteria

9. Pressures to operate without providing adequate planning and preparation for change

10. Uncoordinated implementation of varied programs, leading to a multitude of directions lacking in continuity and common purposes

11. Breakdown in employee morale due to an ineffective evaluation system, causing misunderstandings of advancements and rewards

12. Unconstructive management of conflict

Major identified needs included: a) an efficient planning and budgeting process; b) a human relations program; c) new, alternative ways of educating students; and d) diminishing the discipline problem.

THE CAPITOL COUNTY PUBLIC SCHOOLS STAFF DEVELOPMENT PROGRAM

The stated mission of the Capitol County Public Schools is: "to share in the community's responsibility for the development of each student into a citizen who can stand confidently, participate fully, learn continually, and contribute positively in his/her world." As a result of this statement, the following nine goals have been formulated for the district:

1. To insure that each student develops proficiency in basic academic skills

2. To insure that each student develops the capacity to recognize, confront, and cope with the social, economic, and political problems of an unknown future

3. To insure development of each student's individuality within the context of social responsibility

4. To insure for each student access to participation in cultural arts and physical activity experiences

5. To insure that each student develops personal knowledge and habits that contribute to physical and mental health

6. To insure the development of positive interpersonal relationships among students, staff and community

7. To insure that staff, students, parents and other citizens are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of the community

8. To insure maximum effectiveness in the allocation of human resources

9. To insure maximum efficiency in the utilization of material resources

According to the Capitol County Public Schools policy, all school division plans and programs are to be designed and implemented to pursue one or more of these goals, as applicable at the local school or administrative office level. The planning process to be used is described in a planning manual distributed by the school district.

HISTORICAL ANTECEDENTS

During the early 1970's the Office of Staff Development and Training was given responsibility for: a) developing and implementing a management training program; and b) improving the coordination of staff development and training efforts within the district. Other district units were assigned the tasks of clarifying roles and lines of authority, implementing a management and planning system and improving human relations within the district. Human relations efforts were to be developed that would help decrease problems of racism, sexism and discipline.

In addition to the assigned responsibilities, the Office of Staff Development and Training, on its own initiative, took on the tasks of: a) improving the quality of training by exploring alternative ways of training trainers; b) pursuing alternatives for helping resolve conflict, competition and distrust within the district; c) developing means for improving communications and the sharing of information for planning staff development and training functions; and d) attempting to apply a systems approach to the development, implementation and evaluation of training functions.

The first effort of the Office of Staff Development and Training was to apply a systems approach to management training occurred during the 1971-72 school year. During that year, representatives of the various units (areas, central office and principals) met frequently to determine training needs. Based on the representatives' perceived needs, they implemented a pilot management training effort for a total of 120 managers during the spring of 1972. Sessions were offered in assessing school needs, observation skills, leadership, and interview skills.

Following each session, participants complete an evaluation form. This input provided information on additional training needs of managers within the district. As a result, other inservice topics were developed and offered to over 300 managers in the 1972-73 school year. These included: dealing with community sentiments, evaluation, improving interpersonal relations, utilization of human resources, legal aspects of education, improving the training process, and grievance procedures.

Continuing feedback from the 1972-73 participants led to a reorganization of the offerings for 1973-74 and improvement of the level of training evaluation. During that third year, 14 courses were offered: interview skills, evaluation, assessing school needs, observation skills, leadership, decision making and conflict management, employee motivation and introduction to OD, Research Utilizing Problem Solving, Interpersonal Communications, Group Process Skills, understanding unconscious discriminatory behavior, grievance procedures, community expectations, and legal aspects of education. These were organized around the four basic management training areas of personnel management, human side of management, race and sex bias, and technical aspects of management.

The evaluation design included identifying behavioral objectives for each course. Participants were asked, on a pre/post basis for their reactions to their level of performance in meeting these objectives prior to training, versus their performance capability following the training. In addition, each course was subjectively evaluated by each participant immediately following training.

Some of the primary concerns in offering this type of management training program included:

1. A need for sequence toward terminal career ends, as opposed to a cafeteria style of offering
2. Emphasis on behavioral aspects of management and the resultant tendency to neglect the scientific principles of managing efficiently and effectively
3. Uncertainty regarding participant selection criteria
4. Inability to determine whether skills learned in training were being applied later on the job
5. The effect the organizational climate had on reinforcing the application of newly acquired skills
6. Uncertainty as to whether the skills emphasized in training were the ones most needed by the managers in improving their levels of performance

In addition to these concerns was the fact that prior to 1972 Capitol still had not implemented an internal program to train trainers. Instead, external consultants were utilized. Not only was this expensive, but there were not internal staff trained to help system employees deal with the problems/needs identified earlier. Moreover, Capitol had no capability for helping trainees utilize new skills.

As a result of these perceived needs, Capitol began exploring alternative ways to develop an internal training capacity. Initial exploratory efforts of the OSD/T staff involved reviewing available alternatives. The program they were seeking would train internal staff to effectively apply a systems approach to designing, implementing and evaluating training and to utilize group process skills in providing experienced based learning for trainees. In addition, the internal trainers could serve as consultant/trainers to the organization in meeting the perceived system needs identified above.

Office of Staff Development and Training staff sought the opinion of managers and teachers on several questions:

1. Do these needs actually exist in the district?
2. Would the system benefit from having personnel trained to utilize the skills needed to solve the problems?
3. Could the supervisor, manager or teacher use these skills to improve her/his own performance?
4. How could or would work on these issues improve the education of

Records were not maintained on the number of employees questioned, nor was any systematic method of inquiry applied. However, based on perceived reactions, these needs were verified by almost all employees interviewed.

During their exploration the Office of Staff Development and Training staff contacted several universities and private consultants. They found generally that the capability existed for consultants to design unique training experiences to fit Capitol's needs; however, the costs would be extensive, due to the time involved in the assessment, design, and evaluation of such a program.

IMPLEMENTATION STRATEGY

In the early fall of 1973, an area superintendent implemented a five day Northwest Regional Educational Laboratory training program entitled Research Utilizing Problem Solving. Twenty-four selected area staff, principals and assistant principals attended. During the week of training, the area superintendent contacted Office of Staff Development and Training personnel. He asked them to visit and observe the program and to discuss it with Dr. William Ward, the Northwest Regional Educational Laboratory representative and trainer. An Office of Staff Development and Training representative complied with the request, and also talked with participants in the Research Utilizing Problem Solving program.

The Research Utilizing Problem Solving participants were very enthusiastic and complementary of the training, and the superintendent was very interested in pursuing implementation of the PODS program in her area. However, the cost involved prevented her from completing the entire program in her area; she felt a country-wide program would be the only possible means of implementation. Office of Staff Development and Training staff were somewhat skeptical of the ability of pre-packaged programs to meet the specific needs of Capitol County Public Schools. They were also concerned about salesmanship oriented programs and their costs.

Initial Exploratory Meetings

At this stage it seemed important that the Office of Staff Development and Training not endorse the program. Rather, it could be most helpful by providing a process which would involve representatives from the various system offices in problem-solving discussions on the merits and potential benefits of PODS. The Office of Staff Development and

Training staff wanted to be the vehicle for: a) communicating the recommendation of unit representatives; and b) encouraging each representative to seek her/his unit assistant superintendent's opinion before deciding whether to implement NWREL's programs. It seemed critical that the Office of Staff Development and Training staff model cooperative problem solving behavior, and not use the program as a mechanism to gain power and influence in the system.

To initiate the series of meetings, the Office of Staff Development and Training staff contacted those area and central office personnel with whom they had close working relationships and with whom they had discussed district training needs. Representatives from each area and central office staff were asked to attend a meeting with the Area I Superintendent and Ward to: a) learn about the Northwest Regional Educational Laboratory program; and b) see whether it would meet the needs of the district.

In making these contacts, the Office of Staff Development and Training staff discovered that two area representatives were already familiar with Northwest Regional Educational Laboratory's work and had participated in one of its programs. Both were asked to attend a preliminary meeting with Ward, to share their perceptions of the value of the training. Had their experiences been negative, they probably would urge that the program not be implemented, or request additional evaluative data prior to the representatives' meeting. However, these two representatives were positive after Ward's explanation of PODS, and encouraged the Office of Staff Development and Training staff to continue plans to meet with other area representatives.

The Office of Staff Development and Training staff felt that alternatives for funding the program would be valuable information for the meeting of all office representatives. In preparation for that, they arranged interim meetings with college representatives to explore whether Northwest Regional Educational Laboratory programs could be offered for college credit, with the cost being arranged through the county tuition reimbursement program.

A solution regarding payment for the system was reached. For the time being, it was assumed that a local university would offer the courses for credit and consider them applicable to a doctorate program. Capitol County Public Schools had available approximately $180,000 per year to pay employees' tuition for college courses. If a local institution would agree to allow credit for the courses, then Capitol County Public Schools could utilize the tuition reimbursement program to pay for the first course for each participant. Then as courses were reoffered, district staff would be used as instructors; the normal tuition cost of the instructor's salary would be used to pay NWREL for providing the courses. This would also provide sufficient funds to pay the sponsoring university's overhead. Finally, participants would pay their own material fees.

An example of the available revenue is shown by the implementation of the Preparing Educational Training Consultants: Skills Trainers class. The cost charged the system by Northwest Regional Educational Laboratory was $10,700. Twenty-four persons were trained to train others in Group Process Skills.

During the summer of 1974, Capitol ran its standard summer staff development program to improve teacher performance. A local university attached credit to the Group Process Skills program and Capitol County Public Schools furnished the instructor. Standard tuition would have been $70.00. But since Capitol County Public Schools staff served as instructors, the district paid only about $18.00 per participant to the university for registration and processing credit. This left a balance of $52.00 per enrollee to be paid by the tuition reimbursement program to Northwest Regional Educational Laboratory.

The Office of Staff Development and Training had established positive relationships with representatives from various colleges, by organizing many experiences for college credit for Capitol employees. Harry Neal of the Office of Staff Development and Training staff decided that the university most likely to be interested in this program would be one that could offer a doctorate degree, and was willing to be flexible in offering programs to meet unique needs. He contacted representatives from universities to seek their opinions as to whether Lab programs could be offered for credit. The reply was positive, and the preliminary work for the meeting with the Northwest Regional Educational Laboratory, Office of Staff Development and Training and Capitol County Public Schools representatives was finished.

System Review of PODS

Meetings with the Capitol County Public Schools representatives began in January, 1974. After the representatives discussed the merits of the program and explored Capitol County Public Schools' needs, the Office of Staff Development and Training were ready to recommend that PODS be implemented. The Office of Staff Development and Training would examine participants' reactions to the training at the completion of each component. Evaluation of the program's merits would be based on three questions:

1. Can skills be utilized to improve personal job performance?
2. Are the training capabilities being used to train others?

3. What impact is the turn around training having?

They would continue with PODS as long as it seemed to be beneficial and showed potential for improving the system.

The next step was to seek approval from top Capitol County Public Schools administration to implement the program. Staff began the task of preparing a presentation and making plans to present it to the superintendent and his staff. The superintendent's staff members had already been informed of the interest in the program. They had met with each of their representatives, who in turn had explained the program to their bosses.

Neal prepared a presentation to: a) explain the needs of the system as perceived by many of its employees; b) identify the expected outcomes of PODS; c) explain the components and the cost implications; d) explain alternative ways of paying for the program; and e) recommend that PODS be implemented on a trial basis. He then briefed his immediate supervisor and his superior, the Assistant Superintendent for Personnel Serivces. Both of his superiors were extremely pleased with the group's efforts. They made some suggestions for improving the presentation, and encouraged Neal to take it to the associate superintendent for personnel and instruction.

The associate superintendent was also supportive, and made further suggestions on how to improve the briefing in preparation for meeting with the superintendent. Neal and his supervisors held a final dry run briefing. Finally, they met with the superintendent. The superintendent would not give his approval. Rather, he asked that his staff be briefed and that they make the decision on whether to implement PODS.

The briefing to the superintendent's staff went very well. It was Neal's feeling that the groundwork done with each of the superintendent staff member representatives had been very helpful. As a result, they had some understanding of the intent of the program as well as a sense of the needs identified. There were no dissenters among the superintendent's staff. They seemed to have, without voting and without full consensus, a concurrence to implement the first PODS component on a trial basis. At least they operated as if that were the case.

Following the briefings, a memorandum was sent to the superintendent, asking offical approval to implement the program and explaining in more detail the expected outcomes and strategies for implementation. Written approval was received from the superintendent. Each member of the superintendent's staff was sent a communication that:

1. Requested identification of staff selected to become members of the cadre and to participate in the three-year training period
2. Explained each Northwest Regional Educational Laboratory course
3. Explained how the system could be funded through the tuition reimbursement program
4. Outlined steps for linking the training to a doctoral program

Over a period of a month, the names of the participants from each area and central office department were received. Several briefings were held with interested participants to give further explanation regarding program sequence, outcomes and investments. As a final step, communciation identifying the target data and specific details of the first training effort, Interpersonal Communications, was forwarded to all participants.

Key Issues of Implementation

The steps and rationale for exploring the Northwest Regional Educational Laboratory Program with each level of the Capitol County Public Schools hierarchy were discussed in the preceding two sections. As explained above, one key ingredient in the decision making process was that each member of the superintendent's staff had a representative who was influential on the original exploratory task force.

Another critical issue in the installation process was the system's access to a local college or university that could offer credit for the Northwest Regional Educational Laboratory experiences. This was crucial, since the plan was to pay for the program by utilizing funds available for college credit courses taken by employees. It was also a factor in motivating employees to participate in the program.

Moreover, it would take approximately three years and over 600 hours of training for the 24 selected participants to complete the PODS program. Thus Capitol Schools managers desired to involve a local university from the beginning, hoping they might offer credit that could be applied toward a doctorate in education. Following their initial exploratory meeting, Office of Staff Development and Training staff began a series of other meetings with Central representatives. During that fall of 1973, Capitol County Public Schools was contacted by Central representatives, including the Dean of Education. A close working relationship developed with the university representative and Office of Staff Development and Training staff felt Central would be the university most likely to join with them in this project.

Neal contacted a Central representative to arrange a second meeting between Central and several Capitol employees who had been on the original task force. Specific requests for credit courses and application of PODS credits toward a doctorate in education were made. The results of the meeting were very encouraging.

Arranging credit for the first two courses, Intpersonal Communications and Research Utilizing Problem Solving, was fairly simple. Central University was sent the necessary material regarding course objectives, content and instructor qualifications. Central approved these courses and instructors for credit within several weeks.

The third key implementation issue, participation selection, became a more involved and lengthy process. First, the staff at Office of Staff Development and Training prepared written correspondence on cost and descriptions of courses for the superintendent and his staff. For maximum impact on the system, each unit had a designated number of slots for participants based on unit size and responsibility. The number designated in the correspondence was determined by the Office of Staff Development and Training, and each office knew the number of positions given to the others. Superintendent staff members selected their own program representatives. This provided maximum involvement and accountability for utilizing the newly trained staff members within each area of responsibility. It also helped provide system-wide commitment, ownership and involvement with the program.

The names of staff members were received from the area and assistant superintendents. Each participant was then notified of the first offering. Obviously not all who were interested in the program could participate as members of the first group to be trained. Consequently, the Office of Staff Development and Training staff felt certain there were some negative feelings about the selection; however, these were never brought to their attention. This lack of openness was attributed to the fact that the superintendent's staff made the selection, even though there was clear understanding in the beginning as to the rationale for selection. Furthermore, the authority figure in each administrative area was the decision maker.

There were also some recommended criteria for selection. The Office of Staff Development and Training staff recommended that personnel who served in staff capacity be selected in the first group. This entailed selecting personnel who serve as trainers and consultants to line staff. The reasons for this were that: a) staff personnal already perform training and consultant tasks in their jobs; b) they were more likely to utilize the newly acquired skills; c) they were the ones who could best be provided release time to be trained and to train others; and d) they were the primary decision makers on what and how staff development activities would be offered.

SYSTEM TRAINING

Training for the cadre of 24 Capitol County Public Schools staff began with a week-long Interpersonal Communications workshop in the spring of 1973. Research Utilizing Problem Solving was conducted one month later. Preparing Educational Training Consultants: Skills Trainers was held in the summer of 1974. The summer staff development program, attended by 400 stafff in various courses, was utilized to provide turn around training. Preparing Educational Training Consultants: Consulting and Social Conflict and Negotiative Problem Solving were conducted during the winter of 1975.

As of January 1976, the Capitol City cadre had completed six of the Northwest Regional Educational Laboratory programs in the following order: Interpersonal Communications, Research Utilizing Problem Solving, Preparing Educational Training Consultants: Skills Trainers, Interpersonal

Influence, Preparing Educational Training Consultants: Consulting, Social Conflict and Negotiative Problem Solving. They thus have the internal capacity to provide training in Interpersonal Communications, Research Utilizing Problem Solving, Interpersonal Influence, Preparing Educational Training Consultants: Skills Trainers, and Preparing Educational Training Consultants: Consulting.

Of the original team of 24 staff who started the program, 21 remain with the group and two replacements have been added. They occupy the following types of positions: associate superintendent, assistant superintendent, area superintendent, area administator, coordinator of pupil personnel service, area subject specialist, coordinator special education, director staff development and training, personnel supervisor, curriculum specialists, research assistant, and visiting teacher. Of the three personnel who dropped the program, one resigned to work in another state; the other two gave "too much time" as the reason for dropping the program.

Approximately $36,000 have been spent to train the 24 team members. These 24 have trained approximately 600 other staff in Group Process Skills, Interpersonal Communications and Interpersonal Influence (see Table 1). Each of these trainees can serve as trainers in Interpersonal Communications and Interpersonal Influence. Capitol is now planning to start training a second cadre of 24 by fall of 1976. The system will have the internal capability to provide the same training to the new group that was given to the original 24, for only the cost of the materials.

Several major "spin offs" resulting from the cadre formation and training have allowed the staff opportunities to work with other systems. In the summer of 1975, two Capitol staff members assisted

TABLE 1
Capitol County Public Schools
Number of People Trained in Each System*

	IPC	GPS	INF.	RUPS	PETC I	PETC II	NPS
Area I Office Staff	2	3	3	3	3	1	2
Area II Office Staff	5	5	5	5	5	4	5
Area III Office Staff	1	1	1	1	1	1	1
Area IV Office Staff	4	4	4	4	4	4	4
Across District							
Principals	25	25	3	5			
Central Office Staff	9	9	9	11	9	3	9
Teachers	105	184	62	6			
Personnel Office Staff	2	2	20	2	2	2	5
Superintendent's Staff	4	4	6	4	4	2	4
Human Relations Staff	2	15	2	2	2	2	2
Total Number Trained:	159	252	115	43	30	19	32

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*Twenty-four of the total number of people trained received their training from NWREL staff. The remaining number of people trained in the systems received their training from the 24 cadre members.

Northwest Regional Educational Laboratory staff in training Preparing Educational Training Consultants: Skills Trainers at an out-of-state location. At the same time, a third staff member served on an exchange basis with the Department of Housing and Urban Development, providing Northwest Regional Educational Laboratory with an opportunity to engage in discussions with HUD training staff on the use of internal OD training in HUD. Then in December, 1975, two Capitol County Public Schools personnel assisted Northwest Regional Educational Laboratory staff in providing Interpersonal Communications and Research Utilizing Problem Solving training to school administrators in nearby Hayward County.

Participants' Reactions to PODS

When the cadre started the program in 1974, it was anticipated that the eight PODS components would be offered over a period of three years; the selected personnel would participate in a total of 90 days of training through December, 1976. Following completion of Preparing Educational Training Consultants: Consulting, Northwest Regional Educational Laboratory was negotiating with Capitol County Public Schools to install Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal in 1976. Several questions raised during the negotiations prompted the school district to survey PODS participants regarding their reactions to the training. The questionnaire used contained 12 open-ended questions, to which participants were asked to respond in detail. Seventeen participants responded. At the same time of this survey, 77 workshops have been conducted by the participants completing PODS. Ten had provided Preparing Educational Training Consultants: Consulting type consultation for others in the district, in addition to their practicum (see Table 2).

TABLE 2

	COMPONENTS USED TO TRAIN OTHERS								
Participant	IPC	RUPS	PETC I	GPS	IPI	Conflict and Negotiation	PETC II	Total	
A *	-	-	-	-	-	-	-	-	
B	1	1	-	1	-	-	-	3	
C	-	-	-	2	1	-	2	5	
D	1	-	-	1	1	-	-	3	
E	1	1	3	5	1	2	2	15	
F	-	1	-	4	1	-	-	6	
G	1	-	2	3	1	-	2	9	
H	1	-	-	2	3	-	1	7	
I	3	-	-	4	-	-	-	7	
J	2	1	-	1	-	-	-	4	
K *	-	-	-	-	-	-	-	-	
L	-	-	-	1	1	-	-	2	
M	-	-	-	1	1	-	-	2	
N	-	-	-	1	-	-	1	2	
O	-	-	-	2	2	-	-	4	
P	1	-	-	3	1	-	2	7	
Q	-	-	-	1	-	-	-	1	
	11	4	5	32	13	2	10	77	Tot

*Two participants did not answer this question, although they had previously indicated using various components.

For the most part, the participants were satisfied with the NWREL training experiences. Some dissatisfaction, however, was expressed for Social Conflict and Negotiative Problem Solving and Research Utilizing Problem Solving. In response to the question, "What do you view as the major purposes of PODS?", 28 major purposes were identified. Nine participants suggested that the major purpose of the program was to bring about changes in the system through mini-consultant teams. Six thought the program was designed to train a group of change agents for organizational self-renewal.

The opportunity to obtain graduate credit with the possibility of a doctoral degree, was the response given by 11 of the respondents to a question concerning the trainees' expectations and motives at the beginning of the program. On another question, responses indicated that improved communication and interpersonal relations in general were seen in participants as a result of PODS training. Thus, the cadre of in-house consultants would have specific capabilities for skills training in interpersonal communications, problem solving techniques and group process skills.

A number of problems or obstacles were encountered by the participants during their training, the training of others or in working with clients. The greatest difficulty by far was with the encroachment of work responsibilities on training time and opportunities. Most of the remaining problems were in the area of implementing training workshops for others, with difficulty in obtaining release time, lack of central office support, and poor communication about the program's availability.

The respondents made several recommendations regarding participation and conditions. There was a good deal of feeling that the district should use the consulting/training resources of those people that have received

PODS training, and should show greater support and commitment to the program. Responding participants felt the district should: a) complete Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal; b) create an ongoing organizational team for Capitol County Public Schools; and c) continue the PODS program throughout the district, including top-level management personnel and the development of more training cadres.

Problems in Implementation

During the two years of Capitol involvement in the program, a number of critical incidents occurred, with mixed results. The first series of incidents came in the early stage, with participant registration for the first two courses at Central University. Since the relationship with central was evolving, participants had no clear expectations of that relationship or of the procedures concerning application for doctoral candidancy. Furthermore, there was confusion regarding the extent to which the NWREL training would apply to a doctoral program. Some expected that since they were part of a group of 24 educational administrators experiencing the same training, there would be no admission problem, and that all courses would carry Central Unviersity credit and would apply to the doctorate.

However, Central had different expectations. The administrative policy calls for individual consideration of every applicant. In addition, each applicant must send an application, transcripts and letters of reference, as well as participate in a qualifying examination and interview. None of the cadre members had a clear understanding of these procedures. They considered themselves professionals, and viewed the procedures as administrative hurdles. Some did not desire to follow these procedures, and therefore lost interest in pursuing a doctoral degree.

Two of the 24 were not admitted to the degree program. Most of the others remained interested and took the course for credit. A few who continued to pursue the doctroate ran into administrative difficulty. Applications were not received by Central by the due dates, and these individuals did not receive credit for the courses they took. Furthermore, they received letters from the University stating they could no longer take courses unless they reapplied for admission.

Another series of critical incidents began when several staff met with their Central University advisors. The advisors were not familiar with the NWREL program and would not agree to admit the courses as part of the candidates' doctorate work. Several efforts were made to arrange briefings for Central staff, and Central staff were even invited to participate in the programs. Those few who were briefed apparently did not have a full understanding from the information shared.

William Ward made several trips to Central University to discuss alternate solutions to the problems being experienced. Ward and Neal met with the Dean of the School of Education in an attempt to clarify exactly how many of the Northwest Regional Educational Laboratory credit courses could apply toward a doctorate. Since Central has an individual program, officials could not agree to a commitment to give everyone credit toward a doctorate for all Northwest Regional Educational Laboratory courses. They insisted that even though a course carried Central University credit, it still had to be approved as applicable to a degree program. This applicability seemed to depend on each participant's ability to influence and solicit agreement from an advisor that the courses met personal career goals.

There were other complications, as well. Some of the Capitol County Public Schools staff wanted doctorates in different areas.

Central representatives who were unfamiliar with PODS said Northwest Regional Educational Laboratory courses could not possibly be uniquely beneficial to all the varied individual course goals. In addition, in order to earn a doctorate from Central, courses had to be categorized by number and area, i.e., curriculum, administration, and research. Doctoral candidates had to have a specified balance of courses by category that depended on the area of doctoral candidacy. Most of the NWREL programs were classified in one or two categories; therefore, not all could be equally applied to all individual programs.

Other critical problems in implementation involved role conflict. The supervisors of some of the staff did not have a clear understanding of the time involved in training. When staff members were being taken from their regular jobs to be trained for up to six weeks over a twelve month period, supervisors began to question the individuals. The questioning left the impression that the trainees should spend more time in their assigned roles. This caused participants to question the school system's commitment to the program.

Further, when the staff were trained to do consulting, supervisors wondered whether staff should be used as consultants. This led the participants to become externally involved in reaction to the system, and several desired to confront their supervisors about the problem. But, rather than actually confronting their supervisors, participants met to discuss their dilemma. They decided to live with their concerns.

CURRENT STATUS OF PODS TRAINING IN CAPITOL COUNTY PUBLIC SCHOOLS

One continual problem plagued the efforts in Capitol County. Originally, it was assumed that Capitol County Public Schools might be a Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal field test site for Northwest Regional Educational Laboratory, with Capitol contributing approximately $10,000 toward the cost of conducting the test. Early in 1974, it became apparent that the Improving Teaching Competencies Program at Northwest Regional Educational Laboratory would not be refunded by NIE. This meant that if Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal were to be conducted in Capitol, the district would be expected to pay the entire cost of installation.

Funds were requested by the Office of Staff Development and Training to provide this training in FY '75. This request was denied. Funds were then requested to provide the training during FY '76. Again, the request was denied. Northwest Regional Educational Laboratory was then notified by NIE that the Improving Teaching Competencies Program would receive funds for FY '76 to carry out additional development work with Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal. Capitol County Public Schools officials were contacted to see if they were interested in having Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal conducted under specified conditions necessary to meet the expectations of the Laboratory's scope of work statement with NIE (see Appendix E). The Office of Staff Development and Training staff indicated they were interested.

A joint proposal was prepared by Northwest Regional Educational Laboratory staff and Office of Staff Development and Training staff; it was sent to the Superintendent of Schools, John Martinson, for his consideration (see Appendix E). A meeting was held in Martinson's office to discuss the proposal in greater detail. Northwest Regional

Educational Laboratory was represented by Ward and two Improving Teaching Competencies Program staff; Martinson, Ed Hamilton, an associate superintendent, and Bob Bush, from the Office of Staff Development and Training, represented Capitol County Public Schools. The results of this meeting were positive. Martinson, whose position at the meeting was neutral, asked that Bush present the proposal at the Superintendent's staff meeting in two days. At the end of the meeting, the Superintendent requested the personnel director to submit a recommendation to him regarding participation in Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal.

The Office of Staff Development and Training Coordinator polled the cadre members. There was an overwhelming desire on the part of the 24 potential participants to continue with Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal. The recommendation to participate was presented to Martison on December 12, 1975. Verbal approval to participate in Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal was given by the Office of Staff Development and Training on December 15, 1975. Northwest Regional Educational Laboratory was notified by telephone on December 16, 1975.

This was a significant decision, since the proposal not only called for a minimum of 30 days of training and practicum work between February and August, but also called for active participation of the Superintendent and his staff in at least one of the PODS components. The proposal also called for payment of $10,000 to Northwest Regional Educational Laboratory to help pay the costs of conducting the training, and a statement indicating which of three acceptable options Capitol County Public Schools was willing to implement (see Appendix E).

On January 8, 1976 a telephone conversation was held between Ward and Harry Neal, for the purpose of outlining the conditions necessary for conducting the Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal workshop. One of the conditions was that the superintendent send a written statement indicating the option selected and the Capitol County Public Schools decision to participate in Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal, plus the signed agreement to pay the Northwest Regional Educational Laboratory $10,000. Ward called Superintendent Martinson, asking for the letter of commitment. At the same time, Neal started a memo through appropriate channels outlining how the Superintendent might respond and which option he might indicate would be acceptable to Capitol. The Superintendent's response to Ward was, "Please put what you need in writing so that I can get the appropriate staff to work on it." The letter was prepared and sent to Martinson on January 23.

On January 27, Northwest Regional Educational Laboratory was notified by Neal that the Capitol County Public Schools had decided not to participate in Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal, and that Ed Hamilton wanted to talk with Northwest Regional Educational Laboratory about that decision. The decision left Northwest Regional Educational Laboratory in a precarious position. The training and the study of the process of establishing the role of educational training consultant were to complete the Northwest Regional Educational Laboratory-NIE contract work. The Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal staff initially decided to ask for a meeting with Hamilton, the Associate Superintendent, to renegotiate the decision.

During the conversation with Hamilton, information was shared regarding Capitol's decision not to conduct Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal. This resulted in a decision by Northwest Regional Educational Laboratory not to attempt a renegotiation. The following reasons for the Lab's decision were outlined in another telephone conversation between Ward and Hamilton on January 29, 1976:

1. The number of participants had been reduced from a potential of 22 to 12, and two of those were doubtful.
2. The administration at Capitol County Public Schools had reservations about conducting the workshop for just 12 people, especially the 12 remaining.
3. Northwest Regional Educational Laboratory's criteria to provide the training for 12-24 influential people did not seem feasible.
4. Northwest Regional Educational Laboratory did not see any value in just conducting another Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal workshop, i.e., without the conditions necessary for research and study purposes.
5. The whole sequence of events over the previous six months had led Northwest Regional Educational Laboratory to conclude that the conditions are not right in Capitol at this time to carry out the Preparing Educational Training Consultants: Organizational Development and Organizational Self-Renewal study.
6. Northwest Regional Educational Laboratory staff concluded that the time and effort that could be expended in renegotiating would not result in a positive decision to conduct the training under the conditions Northwest Regional Educational Laboratory felt were needed to meet their own and NIE's expectations.
7. The time spent in renegotiating and awaiting a decision would put Northwest Regional Educational Laboratory staff even further behind in their work schedule.

CONCLUSIONS

The Office of Staff Development and Training staff as well as others in the school district, believe that in order to implement a change process the changee must realize a need for change. In their efforts, this is interpreted as resources they need to continually and supportively provide information to the organization to validate perceived organizational needs. It is crucial that top management gives its commitment to implement such a major effort, or give approval to pilot such an effort. In this case approval was received.

There is a continuing need, however, to keep the communication network open in order to keep top management informed as to the usefulnes of such an effort. Evaluation and needs data should be furnished to the top in order to alter the approval to commitment, if the data truly substantiate a need for the change being recommended. The data, along with time, education and experience will also help the system to fully understand the potential impact and benefit of an internal OD effort.

Neither the Office of Staff Development and Training nor Capitol County Public School top management fully understood the implications of PODS when they initiated it. Hopefully, a continued supply of data as to need and evaluation of the effort can help: a) enlighten both top level and line and staff management as to district needs; and b) inform all levels of management of ways PODS can improve both the efficiency and effectiveness of the school system. Had it not been for the full faith and trust established between Neal and Ward, this effort would have been delayed or discontinued at several points.

As mentioned above, effective change can occur only when the need for change is recognized. It would appear that key leaders in the district have not been made fully aware of the need for the kinds of changes PODS can facilitate. Additionally, many Capitol County Public Schools leaders are not aware of how OD consultants and trainers can be utilized to create changes which will improve the educational process for students. Northwest Regional Educational Laboratory staff members feel their job is to show that a need for PODS trained staff does exist in Capitol County Public Schools. It is hoped that collection of data and diagnosis of needs, along with proven evaluation data showing when and how PODS trainee staff helped the system, will create an understanding and awareness of the needs for PODS training.

CHAPTER 5: SUMMARY, ANALYSIS AND CONCLUSIONS

The preceding four chapters have discussed Providing Organizational Development Skills, a system of eight components designed to provide educators with the basic skills of organizational development. The system's developers, in the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory, feel that PODS, when used appropriately can make a difference in the effectiveness of educational organizations. In fact, PODS itself is a micro-model for change.

SUMMARY

In Chapter 1, we reviewed the concepts of organizational development that are the foundation for the PODS systems. Discussed were the need for change in the cultural domain of educational organizations, reasons for the lack of meaningful change, and the relationship of schools to their clients and staff. To illustrate the viability of OD as a change methodology, we cited four illustrative change efforts conducted by social scientists in the early 1970's. Finally, it was pointed out that PODS training, as an organizational development strategy, can be helpful in the creation of a healthy, self-renewing organization.

Chapters 2, 3 and 4 were presentations of case histories illustrating Northwest Regional Educational Laboratory's attempts to install PODS in three different school systems. Chapter 2 described the OD attempts of Pacifica Unified School District, and the sophisticated systems analysis that preceded PODS installation. Chapter 3 focused on the urban setting of Norport and that system's efforts to utilize PODS to achieve racial integration. The effects of school system politics on installation efforts were touched on in Chapter 4, a case study on Capitol County Public Schools.

ANALYSIS

Our experiences with installing PODS in various school systems taught us a great deal. Much enthusiasm, warmth and friendship resulted from the different workshops, in spite of some of the difficulties encountered. We can, however, raise several questions based on our installation efforts:

1. Is PODS training with OD technology as its basis an effective way to bring about change in educational organizations?
2. Is there an adequate body of knowledge to justify the use of PODS in educational systems?
3. Can an OD project such as PODS be successful without understanding, commitment and financial support from top administration?
4. Who prevents PODS from being installed effectively in school systems?
5. What conditions needs to exist in a school system in order for PODS to be successfully implemented?
6. Do the costs of installing PODS prohibit school districts from providing the training for significant portions of their staffs? Can any district not afford PODS for a significant part of its staff, given society's state of flux?
7. For whom is PODS training appropriate? For whom is it inappropriate?
8. What are the strengths and weaknesses of PODS in terms of the needs of different client systems?
9. Does PODS training appeal to the "powerful ins" and the "powerful outs?" Why?
10. Is PODS training perceived as a means of attaining power within a system or as a means for trainees to acquire new skills and then move out?
11. Does the PODS design include the conceptual base and technology to help participants understand and deal with the power and influence issues in educational organizations?
12. Can PODS training prepare people to deal with power issues?

13. Should PODS training prepare people to bring about power equalization in organizations?

14. Is PODS training especially attractive to people who are dissatisfied in their present roles?

15. Does PODS effectively and adequately attend to questions of ethics and morality?

16. Should PODS training prepare consultants to advocate specific kinds of changes around social justice issues?

17. Should PODS training prepare participants to impose particular values on an organization?

18. Does PODS have a set of biases? If so, should these biases be made explicit?

19. What are the ultimate ends that PODS training prepares people to attain?

20. Does PODS training adequately deal with the issues and problems regarding both internal and external consultants?

21. Does PODS provide trainees with an adequate repertoire of intervention techniques and strategies, such that trainees gain as much as possible from their training experiences with other client systems?

22. Does PODS training prepare people for jobs that do not exist?

23. Does fear of change and/or resistance to change limit the effectiveness of the PODS trainees?

24. At what level of the organization are OD consultants most successful in making entry?

25. Who are the appropriate clients for PODS trainees?

26. Must the client system with whom the Preparing Educational Training Consultants: Organizational Development (PETC-III) works experience change in order for the trainee to be viewed as having acquired OD skills? In other words, is it reasonable to expect significant change as a result of PODS trainee interventions?

27. Is PODS training compatible with contemporary management styles (i.e., management by objectives, Program Planning Budget Systems, top down control, theory X perception of workers)?

Each of these questions may well become the basis for further discussion and study by developers, evaluators, trainers, installers, potential users and PODS graduates. Those planning to commit themselves to PODS training or to influence the use of resources to provide training for others in the organizations should carefully consider these questions.

Regardless of the number of questions needing additional study, several points, based on our efforts, can be stated here. First, there is a vital link between the kind of management training offered in Capitol County schools and PODS training. Providing line managers with training in both behavioral and scientific management skills increases their general effectiveness in managing educational programs and organizations.

Line staff need to be equipped with process skills in communication, group dynamics, influence and conflict. They also need technical management skills in planning, organizing, delegating decision making and controlling. The behavioral skills can be provided through the internal turn around training capability. Produced by PODS the latter skills in management principles can be provided by other systems in conjunction with the PODS experience.

Our second point is that any institution considering installing a PODS program should assess the system's long-range training needs to determine which needs can be met through OD intervention and which needs can be better met through other intervention strategies. OD work, if it is to be successful, is not a short-term relationship or involvement between a consultant and a client. Rather, it is a developmental relationship requiring commitment and understanding from both parties.

Third, it had become very clear that PODS trainees, in order to successfully complete and utilize the training, need the support of both supervisors within their home districts and the external OD consultants or installers. This is particularly important in the establishment of new roles and/or job descriptions among PODS graduates. If these graduates meet with professional jealousy, resentment and resistance to change from their colleagues, they are likely to revert to the "old way of doing things" unless they feel support from elsewhere.

Finally, a major value of PODS, beyond direct training of internal OD specialists, is found in the design of the seven component themselves. The basic premises, approaches and organizational arrangements within the PODS systems provide the opportunities for alterations in both norms and structures. For example, the exercises of Interpersonal Communications are transactional rather than hierarchical, and therefore demand eventual interdependent behavior on the part of participants. The goal of the development of the communication skills thus becomes a function of activities. Newly acquired skills are then tried out and their impact reflected back to the participants from their co-trainers of the environment. As this reflective, transactional "do-look-learn" process continues, the interdependence increases. The original collection of independent individuals thus becomes more and more an interdependent learning community. This working together exists in action, and not as a static object or collection of objects. Thus Interpersonal Communications provides a vehicle for normative and structural change.

The basis for such changes is also an inherent part of the relationship between the system trainer or leader and the participants. The leader seldom takes the traditional teacher role, but rather gives directions, passes out materials, presents agenda, clarifies instructions, keeps time, and only occasionally lectures or leads a discussion. This behavior pattern supports the interdependence among workshop participants. The traditional roles of teacher and student give way to transactional group learning in a supportive, noncompetitive, and at times confrontive way. The leader does not teach what he/she knows, but rather facilitates the process by which others can come to know.

It is this altered authority relationship as a structural change, in concert with the transactional nature of the skills acquisition, that makes Interpersonal Communications a viable model for greater educational change. Beyond Interpersonal Communications, the design inherent in the other PODS components models are the thrust for transaction and structural interdependence. Aside from its intended design to train internal OD consultants, PODS, as a micro-system for change, demonstrates the approach of an educational organization that is healthy and self-renewing.

CONCLUSIONS

The PODS program makes heavy demands of time, energy, and money on individuals and organizations. PODS graduates, however, report that their training was a worthwhile experience for them. Completion of the program has opened up new career patterns for at least five people. Participants now see new ways of looking at organizations and how interventions might be made constructively to bring about desirable organizational changes. Participants and close observers of participants report that significant changes do come about as a result of the training.

Evaluating the entire PODS experience was not one of the tasks undertaken by the Northwest Regional Educational Laboratory. Funds were not made available to conduct such a study. The effects reported have been participants' perceptions and the perceptions of people with whom PODS graduates have worked. There is a need for longitudinal studies of the effects of providing PODS training to a significant number of people in a single school system. There is also a need for the development and use of additional components, such as interpersonal and organizational decision making and problem solving assessment. There is a need for resources to make this program available to larger numbers of educators in the United States. But linkages are being established and networks are being formed.

Three to five years of developing, testing, and implementing different strategies, installing, utilizing and diffusing PODS could make a real difference in the impact these research and development efforts can have on American educational systems. It has been very heartening to us that PODS trainees have really "turned on" to organizational issues and expressed desire to be active in addressing them. As we said earlier, we feel that PODS is one of the few educational programs with the potential to create educational institutions vital enough to cope with the unparalleled changes ahead.

PART II

INTRODUCTION

In some cases, decisions of administrators and educators have decreased the potential for staff development at the very time when its importance is greatest. Because they consider it a frill, some administrators and boards of education are cutting down on staff development. There is some validity to their decisions; staff development has often been a means for staff to accumulate credits and thus advance on the salary schedule. Often, there seems to be no relationship between the problems and real-life concerns of school districts and their staff development efforts. Educational systems can use the Northwest Regional Educational Laboratory's PODS program to break out of this rut.

This part, Chapter 6, of the monograph consists of a proposed strategy for the implementation of PODS. It delineates the general steps involved, suggests a specific order of events, and discusses the use of teams of external OD consultants during implementation. Chapter 6 represents an ideal that is based on our experiences with PODS; we hope that the reader will find it helpful in determining the appropriateness of various problem solving approaches.

CHAPTER 6: A PROPOSED STRATEGY FOR PREPARING A TEAM OF INTERNAL CONSULTANTS IN EDUCATIONAL ORGANIZATIONS THROUGH THE USE OF PODS

We propose that educational organizations capitalize on research and development efforts to facilitate problem solving by building in the capacity to diagnose local situations and take appropriate actions toward improving conditions. As a part of this step, systems need to assess their major problems and train staff members as solution facilitators. In other words, educational organizations need to use their problems as opportunities to look inward for problem-solving resources and to develop internal capacities for solving problems on an ongoing basis.

The current method of using short-range, reactive solutions to solve problems renders educational organizations incapable of handling future problems. The process we recommend will change this norm and allow educational systems to plan for and creatively react to needs for change.

The specific strategy suggested in this section is one of many that might be used to install PODS. It is based on a combination of OD efforts in several United States educational systems, including the three which appear as case studies in Part I of this monograph, and the cadre developments of the Center for Educational Policy and Management (at Kent, Washington, and Eugene, Oregon).

The series of training workshops developed by the Northwest Regional Educational Laboratory (see Appendix A) facilitates integration of the best practices of all of these efforts into a cohesive staff development plan for solving organizational problems. In order to reach this outcome, educational institutions need a commitment to appropriate organizational structural change that integrates a team of internal OD consultants into new online positions based on new role definitions and organizational needs.

IMPLEMENTATION OF THE STRATEGY

An educational organization needs to take at least six steps in order to implement this strategy:

1. Create a team of online staff with a potential for OD skills
2. Train the team in a step-by-step process to achieve OD skills
3. Utilize the skills developed at each step to solve problems faced by the system, as it attempts to direct, respond to or cope in other ways with change needs
4. Provide ongoing support for team development, with an external OD consultant team acting as third-party consultants
5. Secure active support and encouragement of key decision makers
6. Develop a districtwide planning and educational improvement task force that will utilize the team for facilitation, management and coordination

The uniqueness of this strategy is that all training can be related to ongoing efforts that attack particular organizational concerns. Educational organizations get work done on their particular concerns, and gain staffs that are geared up to work on other organizational problems. In two test sites, for example, the training was done as a result of the need to act on desegregation commitments. A third district was committed to developing human relations skills for teachers and providing a more comprehensive training program.

Scenario for a Possible Implementation Strategy

Once a district is committed to a particular organizational concern it takes a number of steps:

1. Someone is designated as manager or coordinator of the change effort. The manager's role is to coordinate the training and the efforts of internal personnel to carry out the project. (The director of staff development or inservice training should be an assistant manager of the project or at least a key member of the management team.)

2. Teachers, administrators, and concerned citizens participate in training that will equip them to work more effectively on the OD project. (Participants need to be aware that they will perform certain functions in solving the system's problems and that some of them will be selected to become trainers.)

3. An effort is made to train a fairly large group of people from all segments of the district in Research Utilizing Problem Solving, a version of action research plus team-building exercises. Teams of participants are then asked to train others in the district by using the same materials and design. The participants are asked to work on a problem that is relevant to the district's commitment.

   This first round of training starts the project, and begins to use existing potential in the district to solve the major concerns. A direct benefit and an explicit expectation is that these skills will be used in all aspects of the participants' work.

4. A group is chosen from those trained in *Research Utilizing Problem Solving* to continue on to Step 5. This group contains members who will eventually be the cadre chosen to facilitate staff development on an ongoing basis in the district.

5. The group of *Research Utilizing Problem Solving* graduates participates in an *Interpersonal Communications* workshop in order to develop significant communication skills.

6. After completing the *Interpersonal Communications* workshop, members begin to use their communication skills in their daily activities, and train others to enlarge the pool of people with *Interpersonal Communications* skills.

7. Team members begin to gather and analyze data from *Research Utilizing Problem Solving* projects and other sources and to become members of problem-solving groups in the district. These groups will plan specific change projects to solve the district's problems. Team members can model their newly acquired skills while facilitating the progress of these groups. The team works closely with a team of external OD consultants at this stage.

8. The team receives training in *Preparing Educational Training Consultants: Skills Training (I)* in order to gain group process skills and the ability to train others in these skills. The team may then train all members of district problem-solving groups in group process skills. The payoff of this training is that these project groups will be able to operate with a knowledge of what blocks and/or facilitates their functioning. Secondarily, group members learn skills that are useful in their everyday work.

9. The team is trained in systems technology and uses this opportunity to plan for further development of cadre activities related to the development of problem-solving projects.

10. The team trains members of the problem-solving groups and others in the organization in systems technology. As a result of this activity, better plans, timelines, budgets and objectives can be developed for implementation.

11. The team diagnoses ongoing problems and make interventions to keep the groups on target and to provide functions they might need. The team developes the skills it needs to operate in this fashion through its *Preparing Educational Training Consultants: Consulting (II)* training. During the *Preparing Educational Training Consultants: Consulting (II)* training, the team helps some of the problem-solving groups as part of its internship practicum. A norm thus begins to emerge for the problem-solving groups to ask the team for assistance.

12. While the team is completing *Preparing Educational Training Consultants: Consulting (II)* training, the district begins to change its procedures, activities, etc. As a result of the cadre's activities and the training of others in the system, changes are inevitable. And when change occurs, the power and influence of top management and other groups within the system may be utilized to either enhance or impede the projects. A new set of forces may be operating and an understanding of these forces is crucial to the team and to project groups. The *Interpersonal Influence* and *Social Conflict and Negotiative Problem Solving* workshops help the team understand these forces; therefore completion of both *Interpersonal Influence* and *Social Conflict and Negotiative Problem Solving* is essential.

    The team then replicates its *Interpersonal Influence* training so that the skills it has learned become available to other members in the system. Power and influence are increasingly seen as important forces in the system's components. Understanding these issues and being able to work creatively with power, influence and conflict are crucial to the educator's repertoire of skills. By now the team has gradually changed the focus of its activities from the individual (in the diagnostic stage), to the group (in the planning stage), to the organization (in the implementation stage). Projects will increasingly influence the total organization. It is crucial to the organization that this influence be planned and creative. It is for this purpose that Step 13 occurs.

13. The team receives training in *Preparing Educational Training Consultants: Organizational Development (III)* over an eight-month period, with six sessions scheduled 30 to 45 days apart. All *Preparing Educational Training Consultants: Organizational Development (III)* participants must complete a project as interns in the training process. These projects must be approved by district management, and should require participants to utilize OD theory. Teams from the cadre will try to integrate their internship projects into the organizational life of the system. This cadre of training consultants, which will be available to all parts of the system, will integrate the best practices of its projects into the system and will continue to develop improvement projects.

In the course of the strategy, the team develops to the point of fulfilling the system's need for internal consultants. As it develops, the team has access to nonteam people in the district who have served as trainers for the various PODS workshops. The team is responsible for insuring that access to team membership is open. Initially the staff development manager plans the life of the team, but the team itself becomes increasingly responsible for this planning.

Payoffs

Although this strategy is predicated on steps followed at several PODS sites, the experience of each team will vary according to the commitment of top management, the climate of the system, the availability of resources, the intensity of the concerns worked on, the levels of skills existing in the system and the history of training and development in the organization. We have outlined a core of reasonable expectations for systems that are implementing this strategy; additional payoffs are possible if members of the educational organizations intentionally set out to achieve them.

This strategy is a micro system for change. Its objective is to affect the norms and structure of the entire system and to add an internal, long-term problem-solving function that will increase the strength and health of the organization. The system will be less vulnerable to outside forces because it will be able to utilize its training consultants in self-renewal. Problems will become focal points for developing the organization rather than headaches to be cured so that work-as-usual can proceed.

Length of the PODS Project

Educational systems that use PODS to create teams of consultants will derive immediate benefits from the training. Additional benefits will accrue as the training continues. The PODS training takes two to four years to complete, depending upon the state of readiness of the team members. The training should be long enough to allow the team to develop its skills before they are vitally needed, and to practice these skills sufficiently in actual work settings to insure the cadre's professional growth. Experience also indicates that the team needs to develop a sense of need before each training event so that the relevance of each unit of PODS training is established beforehand.

THE USE OF THIRD-PARTY CONSULTATION

Since the installation of PODS is an OD effort, it is important to involve external OD specialists as third-party consultants in the initial planning and development stages. Their involvement gradually diminishes as the internal consultant team takes over most of the consultant responsibilities. We contend that organizational change is more likely to happen when there is a capacity for members of the system to be involved in and ultimately take over the responsibility for the system's self-renewal. One of the outcomes of this strategy is that external OD consultants are used appropriately and efficiently.

Educational systems need some assurance that they will get the maximum return on their investment in PODS training. Outside consultant teams of competent OD specialists and trainers can help minimize problems arising from underutilization of training outcomes, and can provide additional training for the consultant team. They can provide models for the kinds of behaviors that systems might expect from their own cadres.

Availability to Management

Outside consultant teams can inform management about such things as: a) changes in norms and structure; b) functional capacity of the organization; c) ways in which PODS training is facilitating the changes; and d) readiness of the organization for additional change. This information can be provided in a number of ways, while external OD teams help management look at the total system's operation to facilitate data gathering, diagnosis and intervention probes. Thus, the work of the team makes available a greater variety of information that is organized in ways normally not available to decision makers in local education associations, intermediate education associations and state education associations. By providing this information to management, the external OD consultant can facilitate management's work and increase the likelihood that more of its decisions will be on target.

The external organization development consultant team can assist management in implementation of the PODS program as a part of its problem-solving efforts. For example, the diagnostic model presented in the *Research Utilizing Problem Solving* and *Preparing Educational Training Consultants* systems could be implemented on a much larger scale. In effect the skills that people gain in *Research Utilizing Problem*

Solving, Preparing Educational Training Consultants: Skills Training (I), Preparing Educational Training Consultants: Consulting (II), and Preparing Educational Training Consultants: Organizational Development (III), (such as the ability to diagnose individual and group needs) can contribute to the system-wide diagnostic model that is being monitored and used by the external OD consultant team. This OD consultant team not only involves trainees and management in diagnosing the total needs of the organization, but also reports its findings to management and others in the school district.

The external OD consultant team can also involve management in several commonly shared experiences such as *Social Conflict and Negotiative Problem Solving, Interpersonal Communications, Interpersonal Influence* and *Group Process Skills* workshops. These events and others identified by the OD consultant team and management could be a source for a common baseline of experience in identifying management issues and increasing the effectiveness of management's decision making. We believe that if management personnel receive training as a group, they will be more likely to communicate with each other in freer and more effective ways. They will also be in a better position to cope with their day-to-day responsibilities and to understand the experiences that people in the district are having as participants in the PODS program.

OD Team-Cadre Relationship

A major goal of the external OD consultant team is the training of enough OD specialists to form a local consultant team. The external OD consultants can help legitimize the concept of an internal OD consultant team by facilitating management decisions that change the organization's structure. For instance, management can create subsystems that are responsible, on a continuing basis, for carrying out OD functions in the district.

Another facet of the external OD team's work is its peer relationship with the internal OD team during *Preparing Educational Training Consultants: Consulting (II)* and *Preparing Educational Training Consultants: Organizational Development (III)* training. While these trainees are conducting their projects and interventions, they can receive help and support from the external OD consultants. Simultaneously, these OD consultants can gather and report all kinds of information concerning the total situation to both management and the *Preparing Educational Training Consultants: Consulting (II)* and *Preparing Educational Training Consultants: Organizational Development (III)* trainees. The external OD consultant team can thus perform a linking function for the total organization by keeping track of PODS implementation, utilization and outcomes.

RESPONSIBILITIES OF THE ORGANIZATIONAL DEVELOPMENT CONSULTANT TEAM

From our PODS installation experiences, we can infer that until some provision is made for followup to the PODS training, much of the benefit of this training will be lost. Therefore, we recommend that three to five OD specialists who are familiar with PODS serve as an external OD consultant team with the following responsibilities:

A. Responsibilities to trainees

1. Conduct regular followup activities
2. Consult with trainees about the problems they are experiencing
3. Help trainees become continuous, active learners
4. Assess trainee progress in developing skills
5. Assist in scheduling workshops that support trainee learning efforts
6. Provide general support

7. Provide additional staff development, as needed and desired
8. Watch out for potential trouble spots (ways in which trainees are resisted or blocked)
9. Consult with trainees, as needed and desired
10. Intervene in ways that facilitate growth and development

B. Responsibilities to management

1. Make regular reports directly to the executive officer and/or management
2. Help management derive implications
3. Generate alternative interventions
4. Facilitate decisions regarding action steps, as needed and desired
5. Observe and record behavior of organization members as action steps are implemented
6. Create or assist in creating data-gathering instruments and procedures for obtaining, at intervals, essential information about the status of the organization
7. Help management see how it and the district will benefit from productive use of the newly acquired competencies of the PODS trainees

C. Responsibilities to the system

1. Collect and analyze data on the status of the school district
2. Keep track of the effects PODS training has on the system
3. Build a climate of acceptance and support for OD work
4. Conduct survey feedback sessions on a regular basis
5. Keep track of the entire training program (who is getting what training and with what results)
6. Through interventions, facilitate increased growth and maturity of the system

RELATIONSHIP OF PODS TO OTHER METHODOLOGIES

There are striking similarities among the various strategies found in the literature of OD. These similarities are generally in the areas of theory assumptions. The PODS program was developed by the Northwest Regional Educational Laboratory to allow for the integration of multiple strategies. When the internal consultant team begins its *Preparing Educational Training Consultants: Skills Training (I)* training, it realizes that the training its members bring in from other methodologies increases its repertoire of skills and its effectiveness as a consultant team. The PODS program gives focus and form to other methodologies and thereby increases the effectiveness of a school system's planned change efforts.

Appendix A

WHAT IS PODS?

Appendix A:
What is PODS?

Compiled by Marilyn Rieff

The Improving Teaching Competencies Program of NWREL has developed a total of 14 training systems for educators (see Table 1). Table 2 indicates target populations for which each system is appropriate. These systems have been organized into the five components shown in Figure 1. With the exception of System Approach for Education, the systems listed in the third, fourth and fifth components constitute the PODS program. The systems listed under components I and II are examples of additional training than can be used to enrich the PODS experience.

PODS consists of seven different workshop experiences:

Research Utilizing Problem Solving

Social Conflict and Negotiative Problem Solving

Interpersonal Communications

Interpersonal Influence

Preparing Educational Training Consultants: Skills Training

Preparing Educational Training Consultants: Consulting

Preparing Educational Training Consultants: Organizational Development

Each instructional system is concerned with a particular process area, such as "action research" as a planning and improvement process, or processes of basic interpersonal communications. An overview of the kinds of training outcomes provided by the systems in each of their five categories is given in the top half of Diagram 2. The bottom half

Component Category	I Teaching For Affective Growth	II Pupil-Teacher Interaction	III Objective Analysis and Planned Change	IV Interpersonal Relations	V Preparing Educational Training Consultants
Titles of Instructional Systems	Cross-Age Peer Help Relevant Explorations in Active Learning	Systematic and Objective Analysis of Instruction Interaction Analysis Higher Level Thought Processes Inquiry Development	System Approach For Education Research Utilizing Problem Solving *Social Conflict and Negotiative Problem Solving	Interpersonal Communications Interpersonal Influence Group Process Skills	Skill Training Consultation Organizational Development

*Not completed--due by December 1976

Table 1: Categories of Instructional Systems in the Improving Teaching Competencies Program

TABLE 2: Target Populations for Instructional Systems

MPONENTS	INSTRUCTIONAL SYSTEMS	TARGET POPULATIONS										
		TEACHERS	ADMINISTRATORS	SCHOOL BOARD MEMBERS	PARA-PROFESSIONALS	VOLUNTEERS	STUDENTS	PARENTS	OTHER COMMUNITY MEMBERS	PROFESSORS	STATE DEPARTMENT OF EDUCATION PERSONNEL	OTHER SCHOOL STAFF
I	Cross-Age Peer Help	X	X		X	X	X			X		
	Relevant Explorations in Active Learning	X	X	X	X	X	X	X	X	X	X	X
II	Systematic and Objective Analysis of Instruction	X	X							X		
	Interaction Analysis	X	X		X					X		
	Higher Level Thinking Abilities	X			X					X		
	Facilitating Inquiry in the Classroom	X			X					X		
III	System Approach for Education	X	X	X	X					X	X	X
	Research Utilizing Problem Solving	X	X	X	X	X	X	X	X	X	X	X
	Social Conflict and Negotiative Problem Solving	X	X	X	X	X	X	X	X	X	X	X
IV	Interpersonal Communications	X	X	X	X	X	X	X	X	X	X	X
	Interpersonal Influence	X	X	X	X	X	X	X	X	X	X	X
	Group Process Skills	X	X	X	X	X	X	X	X	X	X	X
V	PETC-I: Skills Training	X	X							X	X	
	PETC-II: Consulting		X							X	X	
	PETC-III: Organizational Development		X							X	X	

Figure 1: Categories of Instructional Systems in the Improving Teaching Competencies Program

Component Category	Component I: Teaching for Affective Growth: Two systems concerned with processes that teachers can use to involve students in understanding and becoming responsible for their role as learners.	Component II: Pupil-Teacher Interaction Five systems that give teachers an ability and rationale for interacting with students so that students gain competence in using their learning behaviors to greatest effect.
Titles of Instructional Systems	1) Cross-Age Peer Help: a package developed by the Lippitts at the University of Michigan. It provides materials for training older students to tutor younger. 2) Relevant Explorations in Active Learning (REAL): Fourteen pairs of self-directed learning packages with versions of each for adults and youth. Each package provides a personalized exploration of a phenomenon that affects learning, such as "Feeling Dumb," and "Being Influenced."	1) Systematic and Objective Analysis of Instruction: based on Cogan's model of clinical supervision, this system provides training for teachers and supervisors in objectively analyzing teaching styles. 2) Interaction Analysis: provides training in use of Flanders pupil-teacher interaction analysis matrix. 3) Higher-Level Thought Processes: based on the work of Taba, this training enables teachers to interact with students so that students become aware of, and appropriate to their use, such thought processes as forming concepts, generalizing and applying principles. 4) Inquiry Development: based on the work of Suchman and Strasser, this system trains teachers in ways to interact with students so that they will become aware, and appropriate to their use, behaviors in the process of inquiry.

Figure 1 (continued)

Component Category	Component III: Objective Analysis and Planned Change: Three systems that enable teachers to master processes for objectively analyzing the learning needs of their students and to plan and carry out work with others to resolve problems and improve learning experience.	Component IV: Interpersonal Relations: Two systems that provide teachers with skills in interpersonal processes for working with other staff in effective teamwork relationships.	Component V: Preparing Educational Training Consultants (PETC): Three systems which provide competencies for approximately one educator in every hundred to master processes which facilitate teaching by improving the organizational functioning of schools so that teachers' improvement efforts will be successful.
Titles of Instructional Systems	1) System Approach for Education: In a collaborative use of Corrigan's core materials, this system provides teachers with a version of system analysis and system synthesis appropriate to their classroom management functions. 2) Research Utilizing Problem Solving: based on Jung's work with Lippitt while at the University of Michigan, this system training is in action-research, emphasizing repeated objective data gathering for rediagnosis. 3)* Social Conflict and Negotiative Problem Solving: based on the work of the Education Change Team of the University of Michigan, this system provides training in understanding and using the process of negotiative problem solving to deal with conflicts of value and self-interest.	1) Interpersonal Communications: based on the work of Wallen and the National Training Laboratories: Institute for Applied Behavioral Science (NTL), this system provides twenty exercises in basic communication skills. 2) Interpersonal Influence: based on reviews of literature on power and influence, this training provides twenty exercises in basic influence skills and phenomena. 3) Group Process Skills: training provides opportunities for participants to increase their process skills such as communication techniques, problem solving, decision making and goal identification	1) PETC I--Skills Training: training in diagnosing client needs and using "skills training exercises" to help a client group meet such needs as goal clarification, communication improvement, or improving decision making procedures. 2) PETC II--Consulting: training in differential diagnosis and differential intervention techniques to help a client temporarily add or strengthen a function needed to achieve a goal it desires. 3) PETC III--Organizational Development: training in helping a client organization achieve structural and normative changes so as to build in and maintain improved functional capabilities when desired and feasible.

*Not completed--due by December, 1976

of Figure 2 lists the Improving Teaching Competencies Program staff's hypotheses about outcomes representing improvements in school procedures and learner experiences.

An instructional system typically includes: a) an instructor's manual; b) participant handout materials, including instructions for exercises, theory papers, simulation scenarios and assessment instruments; c) reusable demonstration materials, audiovisual aids and equipment, and d) related volumes containing appropriate research, action techniques or assessment instruments, when appropriate.

The PODS experience is most productive when the instructional systems are taken sequentially. Research Utilizing Problem Solving, Interpersonal Influence and Interpersonal Communications should precede Preparing Educational Training Consultants I: Skills Training, while Social Conflict and Negotiative Problem Solving should be taken prior to enrollment in Preparing Educational Training Consultants III: Organizational Development. In addition, Preparing Educational Training Consultants III: Organizational Development participants are expected to have a prior and thorough understanding of systems analysis and systems synthesis. There is no Northwest Regional Educational Laboratory instructional system that meets the Improving Teaching Competencies Program staff's criteria of "low cost" and "mass disseminable." However, such training is readily available through college, universities and various educational consulting organizations.

Descriptions of the seven PODS systems comprise the remainder of this Appendix. Authors, goals, a narrative description, and statements regarding replicability and effectiveness are provided for each system.

Figure 2: Training Outcomes for Each Area of Processes and Hypotheses About Resultant Outcomes That Represent Improvements in School Procedures and Learner Experiences

	TEACHING FOR AFFECTIVE GROWTH	PUPIL-TEACHER INTERACTION	OBJECTIVE ANALYSIS AND PLANNED CHANGE	INTERPERSONAL RELATIONS	PREPARING EDUCATIONAL TRAINING CONSULTANTS
AREA OF PROCESSES	Teachers will be able to train students to be effective tutors for each other Teachers and students will recognize personal styles of choice in their learning behaviors	Teachers will be able to interact with students in such a way as to involve students in using, identifying and appropriately selecting behaviors of: - handling data - forming concepts - generalizing - applying principles - inquiring - valuing Teachers will be able to support students' efforts to derive personal meaning by responding to the students use of thought processes	Teachers will be able to: - use system analysis and synthesis to achieve technical improvements - use action research to determine how and why things are happening so as to establish theoretical improvements - identify and surface conflict and use negotiations to maintain philosophical improvements	Teachers will be able to identify need for and appropriately use skills of: - interpersonal communications - interpersonal influence	Approximately one percent of educators will have skills to: - provide process skills training - consult with client groups to aid or strengthen functions needed to reach goals or clarify values - facilitate schools as organizations to build in increased functional capability
TRAINING OUTCOMES HYPOTHESES ABOUT OUTCOMES REPRESENTING IMPROVEMENTS IN SCHOOL PROCEDURES AND LEARNER EXPERIENCES	Schools will operate student tutoring programs and make decision making part of the curriculum Students will have an explicit constructive image of the roles of student and teacher Students will assume increasing responsibility to manage their own learning each year	Teachers will use their behaviors in interacting with students in a manner responsive to the students use of thought processes as he makes personal meaning of what he is learning Students will become aware of their own use of thought processes to make personal meanings and will increase the effectiveness of their selection and use of thought processes	Teachers will recognize the criteria for each desired improvement and employ the appropriate corresponding problem solving process Teachers will innovate more and adapt innovations with objectively demonstratable higher quality in improving learning experiences for students Teachers will contribute more, and with greater effect, to administrative efforts to improve school procedures	Less energy of school personnel will be lost in interpersonal misunderstanding and conflict Trust, innovativeness and morale will improve with consequent increase in productive output Student morale and positive views of school staff will increase with consequent increase in student productivity in learning	Hypotheses for the first four areas of processes will not be fulfilled if the help of educational training consultants is not available With such help: - previously unproductive staff groups will become productive - district wide innovations will be implemented with quality - schools will increase functional capabilities - schools will use consultants and other outside resources with increased effect

RESEARCH UTILIZING PROBLEM SOLVING

Charles Jung, Senior Author

René Pino, Coauthor/Developer
Ruth Emory, Coauthor/Developer

Intended Users

Primarily, Research Utilizing Problem Solving has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and students in preservice education. The instructional systems can also be used with high school students, parents, and community groups.

Main Emphases

Research Utilizing Problem Solving is an experiential instructional system which provides information about a 5-step method of problem solving and gives participants an opportunity to practice and improve their problem solving skills. Team building relationships are emphasized in the workshops. Participants develop a project to be implemented in their backhome setting.

Intents/Contents

The purpose of a Research Utilzing Problem Solving workshop is to prepare educators to use techniques for defining, analyzing and solving problems. The program provides teachers and administrators with competencies in:

Applying four guideline criteria for writing a problem statement

Paraphrasing in interpersonal communications

Using the force field diagnostic technique

Selecting and creating instruments for data gathering

Diagnosing teamwork relationships

Spotting and analyzing major results in data collected

Identifying personal styles of teamwork behaviors

Utilzing concepts and skills of giving and receiving feedback

Using criteria for deriving implications from research findings

Brainstorming action alternatives to meet implications derived from findings

Applying guidelines for planning and implementing action alternatives

Identifying and evaluating small group dynamics

Planning a backhome project

Evaluating solution plans

Conducting a backhome RUPS project

The program also gives participants skills and techniques for identifying and diagnosing classroom or school problems as well as for designing action plans to resolve them. Evaluation becomes a pattern of repeated objective diagnosis in this process. Emphasis of the entire design is on teachers and administrators practicing their "do it" skills to perform the problem solving process.

Main Activities

A Research Utilizing Problem Solving workshop is divided into sequential instructional sessions. In each session, participants engage in small group discussion, experiential exercises, and simulations. The system includes films, theory papers, written exercises, observation activities and self-evaluative guides. Continuous active participation is demanded by using a simulation situation in which the trainee "helps" a fictitious teacher or principal solve a problem using the Research Utilizing Problem Solving model.

Provisions for Use

A. Format: Workshop

B. Personnel Required

One experienced trainer per 12-36 participants

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant
1 audiotape
1 text per participant

Optional: Research Utilizing Problem Solving: Outcome Evaluation Report (1976)

Research Utilizing Problem Solving: Summary of Outcome Evaluation Report (1976)

Outcome Milestone Report for Research Utilizing Problem Solving (1974)

D. Other Resources:

1 tape recorder

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

F. Time Span:

The 30 hours of instruction take five consecutive days or two sessions of 2 1/2 days scheduled a week apart. Two 3-hour followup sessions are scheduled for six and twelve weeks after training.

Conditions of Use

Although there are no prerequisites for this training, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Classroom Version

Leader's Guide: Research Utilzing Problem Solving (282 pages, loose leaf and three-hole punched) $11.00

Participant Materials (281 pages, loose leaf and three-hole punched) $8.00 per set

By Charles Jung, Ruth Emory and René Pino

Audiotape Recording
$3.85

Text: Fox, R., M. B. Luszki and R. Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966. ($4.00)

Administrators Version

Leader's Guide: Research Utilizing Problem Solving (287 pages, loose leaf and three-hole punched)
$11.10

Participant Materials (287 pages, loose leaf and three-hole punched) $7.90 per set

Audiotape Recording
$3.80

Text: Fox, R., R. Schmuck, E. Van Egmond, M. Ritvo and C. Jung. Diagnosing Professional Climate of Schools. Fairfax, Virginia: NTL Learning Resources Corp., 1973. ($7.75)

Optional evaluation reports are available for $5.00 each.

Client groups must consider:

1. Cost for trainers, 5 days plus travel expenses and per diem
2. Release time for participants, 5 days

Adaptability

The printed materials are easily adapted by qualified trainers to meet the needs of users other than educational personnel.

Product Availability

Training Materials: Commercial-Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

SOCIAL CONFLICT AND NEGOTIATIVE PROBLEM SOLVING

John E. Lohman, Author/Developer
Gretchen Groth Wilson, Author/Developer

Intended Users

Social Conflict and Negotiative Problem Solving is designed primarily for the following role groups: teachers, administrators, supervisory and coordinating personnel, and persons from teacher associations, colleges, universities, state departments and community education groups.

Main Emphases

Social Conflict and Negotiative Problem Solving is a relatively structured, experience-based workshop which focuses on helping people to develop more useful personal understandings of conflict and to respond more successfully to conflict situations.

Intents/Contents

The workshop is based on the assumption that experience precedes learning and that the meaning gained from any experience comes from the learner. Participants have an opportunity to interact with designed activities and theory papers to form personal understandings and attitudes about the following key aspects of conflict:

The nature of conflict

What is conflict
The causes of conflict
Feelings and conflict
Diagnosing conflict

Self-interest and conflict

The role of self-interest in conflict
Distinquishing among self-interest, selfishness and altruism
Identifying your own and others' self-interests
Presenting self-interests: assertive, nonassertive and aggressive styles

Power and conflict

The role of power in conflict
The bases of power
Feelings of power and impotence
Diagnosing power

Responding to conflict

Interpersonal styles for coping with conflict: avoidance, accommodation, competition, collaboration and negotiation

A Negotiative Problem Solving Process for Conflict

Conditions for negotiative problem solving
Diagnosing conflict
Preparation for negotiation
Good faith bargaining
Assessing negotiation outcomes

Main Activities

Through designed activities and simulations, participants are presented with multiple opportunities to involve themselves in learning about conflict at personal and interpersonal levels. Participants are encouraged to establish and pursue their own learning goals and to support norms of openness to self-inquiry, risk taking and experimenting with new behavior. Opportunity is provided for personal reflection and integration, and for application to participant work settings.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

A team of two qualified and experienced trainers per 20-36 participants

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant

Optional: Evaluation Report(s): Planning Milestone Report for Social Conflict and Negotiative Problem Solving (1974)

Pilot Milestone Report for Social Conflict and Negotiative Problem Solving (1975)

Interim Milestone Cycle 1 Evaluation Progress Report (1976)

D. Other Resources:

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

F. Time Span:

The workshop includes five days of training which can be covered consecutively or on consecutive weekends.

Conditions of Use

This training may be more effective if participants have previous workshop experience in small group process skills. Participants must be present for every session of the workshop since the exercises are sequential and cumulative; interdependence among participants in these exercises is high.

Cost Range

Materials are currently under development and training is provided at no cost to participants when used for field test purposes.

Adaptability

Information is not available at this time.

Product Availability

The materials for this program are currently undergoing development and evaluation. For this reason, the training materials are available for approved field test purposes only. Optional evaluation reports are available at $5.00 each from the Northwest Regional Educational Laboratory, Improving Teaching Competencies Program, Dr. John Lohman, Program Director.

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

INTERPERSONAL COMMUNICATIONS

Charles Jung, Senior Author

Rosalie Howard, Coauthor
Ruth Emory, Coauthor
René Pino, Coauthor

Intended Users

Primarily, Interpersonal Communications has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and preservice education students. The instructional system can also be used with high school students and parent groups.

Main Emphases

Interpersonal Communications is an experiential instructional system. It provides (a) information about the process of communication, (b) opportunities for participants to increase their interpersonal communication skills and (c) experiences for understanding one's own styles of communication.

Intents/Contents

An Interpersonal Communications workshop provides participants with knowledge and skills generally applicable to:

1. Face-to-face communication
2. Individual styles of communicating
3. Group and organizational factors which affect communication
4. Continued improvement of one's communication skills

During the workshop, exercises include: (a) paraphrasing, (b) behavior description, (c) describing feelings, (d) nonverbal communication, (e) the concept of feedback, (f) matching behavior with intentions, (g) communicating under pressure and (h) communication patterns in the school building.

Main Activities

There are 20 instructional sessions that comprise an IPC workshop. Each session involves the participants in practicing communication behaviors, learning ways to recognize these behaviors, and receiving feedback concerning their use. The system includes films, theory papers, written exercises, observation activities, and self-evaluative guides.

Provisions for use

A. Format: Workshop

B. Personnel Required:

One experienced trainer or a team of qualified trainers for 12-36 participants (materials provided for multiples of 6).

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant
9 16 mm films
1 audiotape

Optional: Field Test and Outcome Milestone Report for Interpersonal Communications (1974)

Summary of Interpersonal Communications Field Test and Outcome Milestone Report (1975)

D. Other Resources:

1 film projector
1 tape recorder

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

F. Time Span:

There are 20 sessions which require approximately 30 hours to complete. Whenever possible training should be covered in five consecutive days or two sessions of 2 ½ days held within two weeks.

Conditions of Use

Although there are no prerequisites, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Leader's Manual: Interpersonal Communications (396 pages, loose leaf and three-hole punched) $19.95 each

Participant Materials (342 pages, loose leaf and three-hole punched) $12.95 per set

By Charles Jung, Rosalie Howard, Ruth Emory and René Pino

Audiovisual Instructional Materials
$195.00 per set of nine 16 mm sound films and one audiotape

Above prices plus shipping charges

Optional evaluation reports are available for $5.00 each

Client groups must consider

1. Cost for trainers, 5 days
   plus travel expenses and per diem
2. Release time for participants, 5 days

Adaptability

Easily adapted by qualified trainers to meet the needs of users other than educational personnel and to fit into differing time constraints.

Product Availability

Training Materials: Xicom, Inc.
RFD 1, Sterling Forest
Tuxedo, New York 10987

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

INTERPERSONAL INFLUENCE

Ruth Emory, Author/Developer
René Pino, Author/Developer

Intended Users

Primarily, Interpersonal Influence has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and preservice education students. The instructional system can also be used with high school students and parent groups.

Main Emphases

Interpersonal Influence is an experiential system which provides (a) information about the basic concepts of influence processes, (b) opportunities for participants to practice influence skills and to identify their characteristic styles of interpersonal influence.

Intents/Contents

The activities in this instructional system are designed to provide the following competencies:

Ability to identify and explain the major ideas that describe the processes of interpersonal influence

Capability for using guidelines provided to diagnose and analyze forces and effects of influence in selected interpersonal and group situations

Ability to identify and make judgments about one's characteristic influence styles

Ability to identify extent and nature of one's own need to influence

Capability for identifying ways in which principles learned and guidelines utilized in the workshop may be applied in settings other than the workshop

Main Activities

There are 20 instructional sessions in an Interpersonal Influence workshop. During the workshop, participants experience a variety of ways in which they may learn about interpersonal influence. There are written definitions, descriptions, some films and tape recordings to illustrate behaviors of present dilemmas. There are times for reflecting on experiences and ways of doing things; times for discussing ideas; techniques for observing and analyzing behavior. There are opportunites to share observations with others and to ask for observations and reactions. There are some simulation, task performance and role playing situations in which participants can try out behaviors.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

One experienced trainer per 12-36 participants

C. Product Components:

Required:	1 trainer's manual per trainer 1 set of participant materials per participant 9 16 mm films 1 audiotape
Optional:	Followup Survey of Interpersonal Influence Interim Field Test Participants (1974) Interpersonal Influence Interim Evaluation Report (1974) Summary of Interpersonal Influence Interim Field Test and Followup Survey (1975) Interpersonal Influence Final Evaluation Report Report (1976) Summary Report of Interpersonal Influence Field Test, Impact Study and Expert Review (1976)

D. Other Resources

1 film projector
1 tape recorder
Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

F. Time Span:

The 20 sessions require approximately 30 hours to complete. Whenever possible training should be covered in five consecutive days or two sessions of 2 ½ days held within two weeks

Conditions of Use

Although there are no prerequisites for this training, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Leader's Manual: Interpersonal Influence (237 pages, loose leaf and three-hole punched) $19.95 each

Participant Materials (185 pages, loose leaf and three-hole punched) $12.95 per set

By Ruth Emory and René Pino

Audiovisual Instructional Materials
$99.50 per set of four 16 mm sound films and two audiotapes

Above prices plus shipping charges

Optional evaluation reports are available for $5.00 each.

Client groups must consider:

1. Cost for trainers, 5 days plus travel expenses and per diem

2. Release time for participants, 5 days

Adaptability

The printed materials are easily adapted by qualified trainers to meet the needs of users other than educational personnel and to fit into differing time arrangments.

Product Availability

Training Materials:	Xicom, Inc. RFD 1, Sterling Forest Tuxedo, New York 10987
Evaluation Reports:	Northwest Regional Educational Laboratory Improving Teaching Competencies Program Dr. John Lohman, Program Director

For Additonal Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

PREPARING EDUCATIONAL TRAINING CONSULTANTS: SKILLS TRAINING

Rene Pino, Author/Developer
Ruth Emory, Author/Developer

Charles Jung, Coauthor/Developer

First of the three-part PETC series.

Intended Users

This training system is designed for educators at any level who wish to acquire trainer and consultant skills.

Main Emphases

Preparing Educational Training Consultants: Skills Training is an experiential instructional system which provides training in such process skills as goal setting, problem solving, communicating, influencing and decision makking. The focus of a Preparing Educational Training Consultants: Skills Training workshop is to prepare participants to function as skills trainers and to conduct group process skills workshops.

Intents/Contents

The general goal of Preparing Educational Training Consultants: Skills Training is to teach participants to train others in process skills and to facilitate the functioning of small groups. During this process, skills trainers are prepared to:

1. Assess issues and problems within a small group
2. Diagnose skill needs of individuals within the group
3. Identify group priorities for skills training exercises
4. Apply criteria for selecting and sequencing skills training exercises
5. Adapt and conduct skills training exercises
6. Evaluate acquisition of skills

Main Activities

The Preparing Educational Training Consultants: Skills Trainers System is a two part workshop. The first part of the program consists of a one week training program during which the Preparing Educational Training Consultants Skills Trainers trainees (skills trainers) study the basic concepts of the instructional system. Also during the first week, the skills trainers are provided with a series of exercises to practice group skills training.

The second part of the workshop is a practicum for the skills trainers. During the practicum the skills trainers form trios; each trio works with a second group of 12 to 24 people. This second training week is referred to as the Group Process Skills workshops, and the second set of participants are called Group Process Skills trainees. These sessions, which are conducted over a 5-day period, are designed so Group Process Skills trainees can obtain training in group process skills from the trio of skills trainers. The techniques and strategies of group process exercises are applicable to any group for whom the materials are new.

Provisions for Use

A. Format: Two-Part Workshop

Part I prepares skills trainers to conduct group process skills exercises

Part II (Group Process Skills workshop) allows skills trainers to practice while they conduct a workshop for others in Group Process Skills

B. Personnel Required:

One senior trainer who has completed prerequisites including Interpersonal Communications and Research Utilizing Problem Solving or has had comparable training experience

Parts I and II: Twelve to eighteeen skills trainers, materials have been prepared for multiples of three

Part II: Twelve to twenty-four GPS participants per trio of skills trainers

C. Product Components:

Required: Part I: Skills Training

1 set of instructional strategies per senior trainer
1 set of participant materials per skills trainer
1 set of collection of exercises per senior and skills trainer
Multiple copies of exercises per workshop

Part II: Group Process Skills Practicum

1 set of instructional strategies for Group Process Skills per skills trainer
1 set of participant materials per Group Process Skills participant
Multiple copies of exercises per workshop

Optional: Field Test Technical Report for Preparing Educational Training Consultants: Skills Training (1975)

Outcome Evaluation Report for Preparing Educational Training Consultants: Skills Training (1976)

D. Other Resources:

Part I: Spacious room with movable and comfortable furniture; chairs and tables for small groups.

Part II: A similar room for each team of skills trainers as well as a general meeting room for conferences and access to exercise materials

Facilities for both sessions should be located near refreshment facilitites.

Both sessions: Newsprint, felt pens, masking tape, name tags, art supplies

E. Related Products:

F. Time Span:

Two weeks are required for skills trainers, five consecutive days for Part I and either five consecutive days or two 2½ day sessions for Part II.

Part II, the Group Process Skills workshop, requires one week of Group Process Skills participant time.

Conditions of Use

Prerequisites for Preparing Educational Training Consultants: Skills Trainers include Interpersonal Communications and Research Utilizing Problem Solving or comparable experience. There are no prerequisites for Group Process Skills participants.

Because this training is cumulative, participants must be present for every session of the workshop.

Cost Range

Part I: Skills Training

1 set of instructional strategies per senior trainer	($8.90)
1 set of collection of exercises per senior and skills trainer	($31.00)
1 set of participant materials per skills trainer	($6.85)
Multiple copies of exercise handouts	

Part II: Group Process Skills Practicum

1 set of Group Process Skills instructional strategies per skills trainer	($6.80)
1 set of Group Process Skills participant materials per Group Process Skills participant	($5.90)
Duplicating options for multiple copies of exercise handouts	
1 set of 138 camera-ready exercise handouts	($11.00)
12 sets of all exercise handouts	($64.00)
12 copies of a single exercise handout	($.50)

Optional evaluation reports are available for $5.00 each.

Adaptability

Product Availability

Training Materials: Commericial Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

GROUP PROCESS SKILLS - A SKILLS TRAINING WORKSHOP

Rene Pino, Author/Developer
Ruth Emory, Author/Developer

Charles Jung, Coauthor/Developer

Part II: Practicum of Preparing Educational Training Consultants I: Skills Trainers

Intended Users

Group Process Skills has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and students in teacher preparation.

Main Emphases

The materials used in a Group Process Skills workshop have been designed to help participants become more effective members of the organizations to which they belong. The materials emphasize such process skills as communication techniques, problem solving, decision making and goal identification.

Intents/Contents

The Group Process Skills program has been developed to provide participants with the opportunities to:

Assess existing and potential problems within an organizational subgroup of which they are a part

Identify small group process skills which they, as an individual, need to improve

Increase their experience with these skills by participation in exercises chosen by the trainers

Integrate learnings for application in their backhome setting

Main Activities

As a group works through the materials under the guidance of the trainer, data is gathered on the group's makeup and use of process skills. Participant's gather much of this data themselves and learn to analyze it. Meanwhile, the trainers use the data to help them diagnose skills needs as well as to select and sequence exercises especially designed to speak to such needs.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

Two experienced trainers per 12-36 participants

C. Product Components:

1 set of instructional strategies for Group Process Skills per trainer
1 set of collection of exercises per trainer
1 set of participant materials per Group Process Skills participant
Multiple copies of exercises per workshop

D. Other Resources:

Newsprint, felt pens, masking tape, name tags
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

Group Process Skills is used as the practicum for Preparing Educational Training Consultants: Skills Trainers, a training system designed to prepare individuals to function as "skills trainers."

F. Time Span:

Group Process Skills requires approximately 33 hours of training. Whenever possible, training should be covered in five consecutive days.

Conditions of Use

Although there are no prerequisites for this training, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Collection of Exercises ($31.00)
Group Process Skills Instructional Strategies ($6.80)
Group Process Skills Participant Materials ($5.90)
Duplicating options for multiple copies of exercise handouts
  1 set of 138 camera-ready exercise handouts ($64.00)
  12 sets of all exercise handouts ($64.00)
  12 copies of a single exercise handout ($.50)

Client groups must consider:

1. Cost for trainers, 5 days plus travel expenses and per diem
2. Release time for participants, 5 days

Adaptability

This training system is easily adaptable by qualified trainers to meet the needs of users other than educational personnel and to fit into differing time constraints.

Product Availability

Commercial-Educational Distributing Services (CEDS)
P. O. Box 3711
Portland, Oregon 97208

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Rene Pino, Author/Developer
Ruth Emory, Author/Developer

Charles Jung, Coauthor/Developer
Second in the three-part series

Intended Users

This instructional system was designed for educational personnel with a high degree of expertise in process training who wish to acquire small group consulting skills.

Main Emphases

Preparing Educational Training Consultants: Consulting uses diagnostic and intervention techniques to focus on consulting in a temporary relationship with a client system. The Preparing Educational Training Consultants: Consulting graduate should be capable of forming a temporary relationship with a small group or major subsystem of an educational organization. The temporary relationship is aimed at helping the client make progress toward their goals. It also should help the graduate use skills to improve that part of the organization over which he or she has managerial responsibilities. The Preparing Educational Training Consultants: Consulting graduate learns to diagnose the organization's problems and to provide assistance that will temporarily add or strengthen such functions as managing, planning and producing. This sytems trains participants to help a group more adequately accomplish its immediate goals.

Intents/Contents

The main purpose of a Preparing Educational Training Consultants: Consulting workshop is to prepare an educational training consultant to:

> Apply diagnostic techniques and intervention strategies to temporarily help a client system add, or strenthen, a function to realize a value or attain a goal

Diagnose his/her own competencies and derive an explicit rationale for assuming the consultant role

Apply phases of planned change in working with a client system

Apply a three-dimensional diagnostic matrix to identifying client needs

Apply a three-dimensional intervention matrix to working with the client system to meet a need

Identify his/her own competencies as related to the cells of the two matrices

Identify his/her own professional growth needs and goals

Identify his/her own value and ideological base for assuming the consultant role

Main Activities

A Preparing Educational Training Consultants: Consulting workshop is divided into three parts, the first consisting of three consecutive ten-hour days of instruction in basic concepts of consulting. Trainees are introduced to a variety of conceptual models and schema related to planned change. These include models developed by Lewin (1951) and Lippitt (1958) as well as comprehensive diagnostic and intervention models developed especially for this instructional system. The second part is a three-day practicum in which trainees engage in a consulting practicum with client systems prearranged by the workshop sponsor. The third part concludes the training with three days of debriefing, evaluating the consulting practicum and integrating learnings of the workshop.

Provisions for Use

A. Format: Three-Part Workshop

Part I gives instruction in basic concepts of consulting

Part II provides a 3-day practicum with client

Part III includes debriefing, evaluating the practicum, and integrating learnings of the workshop.

B. Personnel Required:

Two qualified trainers can train 10-15 participants

C. Product Components:

Required: 1 set of instructional strategies per trainer

1 set of participant materials per participant

Optional: Evaluation Report(s): Interim Evaluation Report for Preparing Educational Training Consultants: Consulting (1976)

Field Test and Outcome Milestone Report Preparing Educational Training Consultants: Consulting (1976)

Summary of Field Test and Outcome Milestone Report for Preparing Educational Training Consultants: Consulting (1976)

D. Other Resources:

Client systems for consulting practicum--to be arranged by workshop sponsor

Cassette recorder and tapes

Newsprint, felt pens, masking tap, name tags

Resource library (approximately 25 books, as specified in training materials, 1 copy each)

E. Related Products:

F. Time Span:

This system requires 54 hours of training, 21 hours of individual study and 9 hours of practical experience with the client. Nine days concentrated time is required or three weeks of three 3-day sessions.

Conditions of Use

Prerequisites: Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, Preparing Educational Training Consultants: Skills Trainers or comparable experiences.

Participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Instructional strategies ($17.70)
Participant Materials ($14.00)

Optional evaluation reports are available for $5.00 each.

Adaptability

Product Availability

Training Materials: Commercial-Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

PREPARING EDUCATIONAL TRAINING CONSULTANTS: ORGANIZATIONAL DEVELOPMENT

Rene Pino, Author/Developer
Ruth Emory, Author/Developer

Charles Jung, Coauthor/Developer

Third in the three-part Preparing Educational Training Consultants series

Intended Users

This sytem has been designed for educational personnel with a high degree of consulting skill who wish to acquire organizational development training and consulting skills.

Main Emphases

Preparing Educational Training Consultants: Organizational Development provides participants with the opportunity to acquire the knowledge, skills and sensitivities needed to provide organizational development training and consultation to schools. It provides training in helping an educational organization achieve structural and normative change. Its aim is to prepare consultants to help a client when desired and feasible. These consultants also should be able to help it to change the kinds of objectives it sets for itself and to utilize new kinds of resources in attaining them.

Intents/Contents

The Preparing Organizational Training Consultants: Organizational Development instructional system prepares participants to become Organizational Development (OD) consultants. As a result of this training, consultants are expected to be able to:

1. Identify and explain the major organizational development conceptualization and intervention strategies that are presented in the Preparing Educational Training Consultants: Organizational Development instructional system
2. Establish a definite and workable relationship and contract with a client group

3. Meet with a potential client group and translate this group's difficulties into a specific problem or problems on which the group wishes to work

4. Collect information from the client group so the group's problem(s) may be diagnosed and clarified

5. Design, provide and assess the effectiveness of intervention activities that allow the client group to explore and examine alternative norms, processes and structures

6. Design, provide and assess the effectiveness of intervention activities that allow the client group to accomplish normative, procedural or structural changes resulting in increased functional capability in the organization

7. Achieve a terminal relationship with the client group by gradual withdrawal and by establishing structure and procedures to substitute for the services provided by the consultant

Main Activities

During training, the Preparing Educational Training Consultants: Organizational Development trainees complete a preworkshop assignment, attend workshop meetings, and conduct an organizational development project with a predetermined client group.

Preparing Educational Training Consultants: Organizational Development training is spread over a period of eight months. During this time, the Preparing Educational Training Consultants: Organizational Development trainees complete a 3-day preworkshop assignment, attend 17 days of workshop meetings, and spend a minimum of 10 days conducting an organizational development project with a predetermined client group. The following chart outlines the timeline for major training events.

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
Prewrokshop Assignment (Total 1 Day)	4-Day Workshop Meeting	3-Day Workshop Meeting		3-Day Workshop Meeting	3-Day Workshop Meeting		4-Day Workshop Meeting

Note: There are approximately 30 to 35 days between workshop meetings for OD project work with client groups.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

Two qualified trainers per 12-27 participants (in teams of 2 or 3)

C. Product Components:

Required:
1 set of 5 monographs per trainer
1 set of participant materials per participant
1 copy of the central ideas book per participant

Optional: Pilot Milestone Report for Preparing Educational Training Consultants III: Organizational Development (1976)

D. Other Resources:

Name tags, newsprint, felt pens, masking tape

E. Related Products:

F. Time Span:

Training is spread over a period of eight months. Included are: a 2-day preworkshop assignment, 17 days of workshop meetings, and at least 10 days spent conducting an OD project.

Conditions of Use

Prerequisites

The following training or comparable experiences are required for participation: Research Utilizing Problem Solving, Interpersonal Commmunications, Interpersonal Influence, Preparing Educational Training Consultants I: Skills Trainers, Preparing Educational Training Consultants II: Consulting, Social Conflict and Negotative Problem Solving.

Participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Not yet available.

Adaptability

Product Availability

These training materials are slated for publication in fall of 1976.

Optional evaluation reports may be secured from:

Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Appendix B

PACIFIC HARBOR HIGH SCHOOL GOALS

PACIFIC HARBOR HIGH SCHOOL

MEMORANDUM

TO: Faculty and Staff DATE: September 4, 1975

FROM: A. F. Wilcox

SUBJECT: Pacific Harbor High School Goals

FRAME OF REFERENCE

The mission of Pacific Harbor High School is to provide students with experiences that will enable them to acquire a basic quality education so that they will become purposeful and contributing members of our modern democratic society. The accomplishment of this mission will entail the combined efforts of the school, the parents, and community groups.

Experiences essential to the school's mission will take into consideration the importance of intellectual acuity, of verbal and manual skills, and of moral values. The young men and women who graduate from Pacific Harbor should know how to think logically, communicate clearly, perform tasks skillfully, and judge fairly.

At the heart of this mission is the development of each student's consideration for others, their kindness and compassion, and their awareness of themselves and others as being worthy of reverence and respect. Pacific Harbor students devoted to the sacredness of their own and others' humanness are fairly certain to be good citizens of our society.

Providing a basic quality education requires the identification of general areas of accomplishment. Educational goals are areas of accomplishment for students; operational goals are areas of accomplishment for teachers and administrators. Essential to the accomplishment of educational and operational goals are certain conditions that must exist at Pacific Harbor High School.

EDUCATIONAL GOALS

Pacific Harbor High School will provide experiences which will enable students to:

1. develop individual potential with an emphasis on personal value, self-fulfillment and self-worth

2. develop humanistic attitudes including kindness, compassion, and respect for and consideration of others

3. develop personal, ethical and moral values and societal consciousness

4. develop respect for the person and property of others

5. develop basic communication skills; reading, writing, listening, and speaking

6. develop basic computational skills: addition, subtraction, multiplication, and division

7. develop intellectual ability in terms of thinking, problem solving, and decision-making

8. develop good physical and mental health

9. develop effective consumer knowledge about goods and services

10. develop creative abilities in the sense of unique and multiple talents

11. develop career awareness and saleable skills

12. develop a capacity to influence, cope with, and effectuate change

13. develop a self-imposed responsibility for one's own actions

OPERATIONAL GOALS

Teachers and administrators at Pacific Harbor High School are to be guided by the following operational goals as they work with students in the accomplishment of educational goals.

1. Describe and evaluate existing programs and services so that systematic decisions can be made about sustaining, modifying, or eliminating these programs and services.

2. Evaluate student educational experiences on the basis of results, accomplishments, or outcomes as well as on the basis of the processes used to obtain these results, accomplishments, or outcomes.

3. Develop processes and procedures through which continuous planned change and improvement can be accomplished.

4. Develop and implement different teaching and learning styles which will improve student progress.

5. Allocate human and material resources to departments on the basis of criteria (student needs and potential outcomes) so that departments can more effectively plan, develop, implement, and evaluate their programs and services.

6. Re-allocate resources within and/or between the school's departments when it is decided to fund new programs and services or to sustain an existing program which will cost more.

7. Continuously review and implement the decentralized pattern of management which necessitates the extensive delegation of authority to departments for decision making and problem solving in the functions of budget, curriculum, and personnel.

8. Develop and maintain, through the guidance and evaluation of teachers, the excellence of teaching skills/techniques in terms of results students achieve.

CONDITIONS

It is essential that our teaching staff be dedicated, industrious, and compassionate human beings if we are to develop and sustain the conditions listed. The following conditions most exist so that the accomplishment of goals is facilitated.

1. Within-school multiple alternative programs and instructional modes designed to match students' diverse needs, interests, capabilities, and learning styles.

2. "Off-Campus" multiple programs and alternatives reflecting and involving the community's human and material resources as far as is practical.

3. Opportunities for students to engage in concentrated and self-selected curricular and co-curricular programs.

4. Opportunities for students to experience having others dependent upon their (the students') actions.

5. Opportunities for students to participate with others in inter-dependent learning projects/programs directed toward common goals.

6. Opportunities for students to have educational experiences with persons differing in social class, sub-culture, and age.

7. Systems and procedures by which students can progress at variable rates and complete course work on the basis of demonstrated mastery and competencies.

8. A school environment and "organizational climate" with human, technical, physical and management characteristics.

9. Comprehensive support services: counseling, health, media, and technology.

10. A school climate (environment) within which students are able to enjoy learning and become committed to self-motivated, continuous learning.

11. Student development unrestricted by sex role, and racial, ethnic, or socio-economic background.

Appendix C

REGION I PROPOSAL

NORPORT PUBLIC SCHOOLS

HIERARCHIAL APPROACH
TO
HUMAN RELATIONS SKILLS DEVELOPMENT

Statement of the Problem

The official District posture will soon require that all staff members demonstrate not only by their formal training, but their day-to-day behaviors that they are effective and positive facilitators in providing an educational environment for all children. Present efforts to select "human relations" programs appear to be deficient in that we are guilty of trying to find one program or one approach for all people. I propose that the Study Committee consider in its deliberations a multiple approach to the "human relations" skills development problem. This is presented only for purposes of initiating discussion and at best it can only be a starting point.

Assumptions

1. Each person differs in the degree of "human relations" skills, interpersonal skills, intergroup skills, knowledge of multi-ethnic and multi-cultural experiences, social attitudes and cultural values.
2. A comprehensive "human relations" effort must provide programs which permit each individual to enter at the level of skills development that fits his demonstrated competency.
3. All levels of skills development must provide an experiential component.

Hierarchial Levels

Each staff member would develop with his immediate supervisor an assessment of his "human relations" skills and a plan for those areas in which there are apparent deficiencies and/or perceived needs. The Human Relations Task Force in conjunction with various personnel and groups, such as, Staff Development and In-Service Training Department, Regional Administration, etc., would provide a series of programs from which selection could be made.

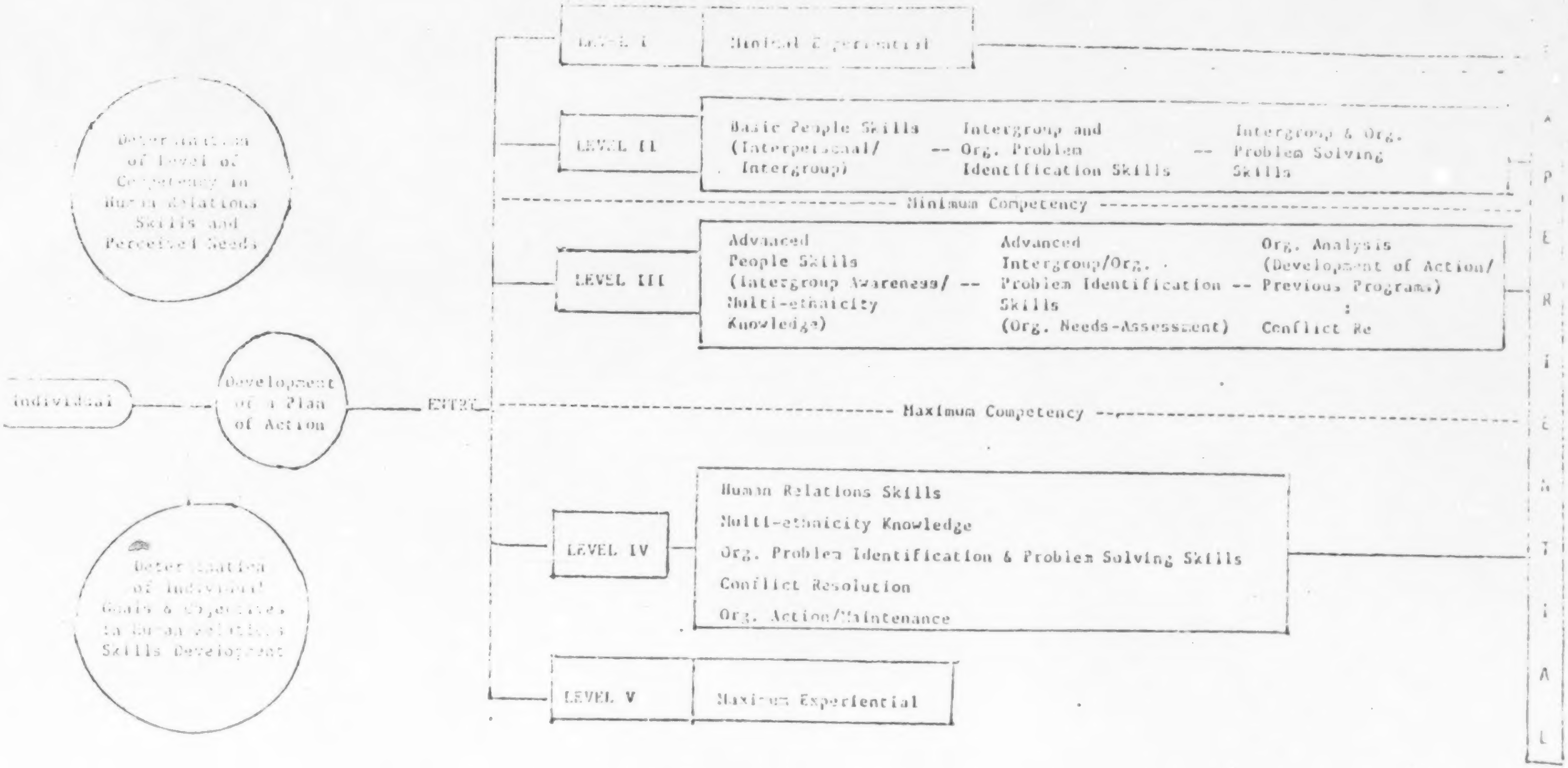
3) entry level skills in organizational analysis (development of action/preventive programs, processes, and strategies); and 4) conflict resolution skills. As with previous levels an experiential follow-up phase would be an integral component of the program.

Level IV.

This level of skills development is considered as a reinforcement phase of "commitment" phase. It would be expected that people who enter this phase would have demonstrated by past performance, training, and behaviors that they have maximum competency in all or most of the following: 1) "human relations" skills; 2) knowledge of multi-ethnic and multi-cultural experiences; 3) organizational problem identification and problem solving; 4) conflict resolution; and 5) development of organizational action and maintenance programs. The individual would select programs and experiences to sharpen; expand; or reinforce skills. The experiential component might involve exchange of position to gain new experiences, awareness, and exposure.

Level V.

This level would be the most advanced skills level. It would require that the participant have demonstrated competency in all previous levels. The individual would, on a short-term (quarter or semester) of long-term (a year or more) participate in some type of multi-ethnic or multi-cultural experience which involves complete involvement and commitment. For example, 1) an educator in a mono-cultural school or school district, would exchange positions with his counterpart who is in a multi-ethnic school or school district; 2) an individual might board and integrate into his family circle, a student from a different racial, ethnic, or cultural background; 3) an individual might participate in a community-action program, involving full participation, such as a live-in program during the summer in an Indian community, urban barrio or ghetto, etc.


Determination of Level of Competency in Human Relations Skills and Perceived Needs
Individual
Development of a Plan of Action
Determination of Individual Goals & Objectives in Human Relations Skills Development
ENTRY
LEVEL I
Minimal Experiential
LEVEL II
Basic People Skills (Interpersonal/ Intergroup) -- Intergroup and Org. Problem Identification Skills -- Intergroup & Org. Problem Solving Skills
Minimum Competency
LEVEL III
Advanced People Skills (Intergroup Awareness/ Multi-ethnicity Knowledge) -- Advanced Intergroup/Org. Problem Identification Skills (Org. Needs-Assessment) -- Org. Analysis (Development of Action/ Previous Programs) : Conflict Re
Maximum Competency
LEVEL IV
Human Relations Skills
Multi-ethnicity Knowledge
Org. Problem Identification & Problem Solving Skills
Conflict Resolution
Org. Action/Maintenance
LEVEL V
Maximum Experiential
EXPERIENTIAL

HIERARCHIAL APPROACH TO HUMAN RELATIONS SKILLS DEVELOPMENT

Appendix D

PROGRAM PROPOSAL

NORPORT PUBLIC SCHOOLS

PROPOSAL FOR
A HUMAN RELATIONS SKILL-DEVELOPMENT
PROGRAM FOR STAFF
OF THE NORPORT PUBLIC SCHOOLS

A PROGRAM TO PROVIDE:

- Preparatory skill training for staff prior to participation in human relations in-service training
- Assistance in development and implementation of staff-developed human relations building-level programs
- Management development in-service training for selected school personnel
- Consultation in organizational self-renewal

Overview

The Norport school Board's enactment of Board Resolution 1974-14 affirms the goal of the Norport Public Schools to alter community norms in favor of a multi-ethnic, culturally-integrated educational experience for all children enrolled in the Public Schools.

In support of the general concepts proposed by the Board Resolution, the administration of the Norport Public Schools has provided resources to carry out a number of programs which are supportive of district-wide desegregation integration efforts. The District's staff-development efforts in support of desegregation/integration encourage the implementation of varied training experiences which will lead to the improvement of skills of existing staff members in areas related to human relations. Through the establishment of a District-wide Human Relations Task Force, specific emphasis is directed toward preparing students, teachers, administrators, parents and community groups to participate effectively in an open, pluralistic society.

The In-Service Training Unit of the Human Relations Task Force currently provides an in-service program designed to acquaint staff with the diversity of cultural heritages in our society and to foster acceptance of the right to individual difference inherent within a pluralistic community.

Additional District-wide programs provide support and training to staff in areas of curriculum, instruction, staff assignment, student assignment and community involvement.

District personnel are being encouraged to experience training to gain an understanding and appreciation for cultures different from their own. Administrators are being asked to serve as models to promote participation of their staff in human relations training and to demonstrate their concern for minority and sex stereotyping by applying sanctions to negative behaviors exhibited by colleagues and staff. Each member of the educational team is encouraged to explore the relationship between himself and the society in which he lives.

The traditional notions of a "melting pot" society are being confronted; the shift from this orientation, which assumed a false security by never looking past the similarities among people, is both threatening and exciting. Facing the conflicts inherent in valuing; rather than merely tolerating them, suggests that people acquire not only the skills but also attitudes that permit them to appreciate the pluralistic differences among themselves.

The Board and the District have declared their intent; the real challenge now lies ahead--the challenge of preparing staff, students and community to live in a truly pluralistic society.

During the past four years the concept of "alternative educational experiences" has found acceptance in most educational institutions. From "individualized instruction" to "alternative educational programs", educators seek to tailor learning experiences to the needs and styles of learners.

The application of this conept to staff development programs not only recognizes the concept of pluralism but has the potential for broader participation of professional staff. If our intent is to stimulate a change in local normative values, then it seems imperative that programs be implemented which, while coordinated and compatible, assure the broadest possible participation of staff.

THEORETICAL CONSTRUCTS RELATING TRAINING TO A HUMAN RELATIONS RATIONALE

In a discussion paper, Hierarchial Approach to Human Relations Skill Development[+], Dr. James Markham characterized some of the dangers inherent in selecting one "human relations" program or approach for all people. He proposed, in lieu of a singular approach, a series of programs from which selections could be made. "Each staff member," he proposes, "would develop with his immediate supervisor an assessment of his 'human relations' skills and a plan for those areas in which there are apparent deficiencies and/or perceived needs."

Dr. Markham's paper proposes five levels of human relations skill development, beginning with an experiential entry level and terminating with maximum experiential integration.

Employing the hierarchial framework prosposed by Dr. Markham, this paper proposes a series of programs designed to foster implementation of 1) a skill-development, human relations program, geared to the needs of most teaching staff, 2) an intensive, in-depth, experiential program for the preparation of student services specialists and administrators as primary human relations facilitators, and 3) a developmental, management-oriented, in-service program for selected administrators and student services personnel, who, with appropriate training, will be able to assist the organization increase its capabilities to meet the changing needs of learners in a multi-ethnic, multi-cultural urban center.

These three program levels correspond respectively to Dr. Markham's proposed hierarchial Levels II, III, and IV.

The thrust of Level II training will focus on maximizing current District efforts in Human Relations training by providing entry-level

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[+] See Appendix C

human relations skills to staff who have not participated in the Human Relations In-Service Training Program and by providing those who have participated in the In-Service Training Program assistance in the development and implementation of building-level action plans. Priority for participation in Level II activities will be staff from those schools targeted for desegregation during school year 1974-75.

Level III will give attention to the preparation of trainers/ facilitators responsible for implementing Level II programs. This level is a continuation of efforts begun during school year 1973-74. Participants in Level III training will be drawn primarily from the ranks of student services and administration; however, some teaching personnel and community representation might be included at this level.

Level IV programs will specialize in the preparation of educational consultants who are competent to interact not only with an individual school unit but with the larger system and its inherent components as well. A select number of administrators and student services personnel will participate in Level IV training events. Upon completion of training, participants at this level will have the capability to assist the system to assess its effectiveness and institute procedures to bring about normative institutional changes responsive to community needs.

Following below are Dr. Reasby's "hierarchial Levels" and descriptions of proposed skill-development activities recommended for implementation of each level:

Hierarchial Level II

"This program level corresponds to Gordon's Effectiveness Training Program and Northwest Regional Educational Laboratory's Skill Development Program, with some modifications. Basic people skills (interpersonal and intergroup) would be the primary focus. In addition, problem identification and problem solving skills, as pertain to school and community problems, would be emphasized. An integral part of the program would be an experiential follow-up where the participants would be expected to be involved in multi-ethnic, multi-cultural action programs and experiences. After completion of this level it would be expected that the majority of participants would have minimum competency."

PROPOSED SKILL DEVELOPMENT ACTIVITIES

Participation in one or more of the following programs will provide staff opportunity to acquire skill in problem identification, problem solving, interpersonal and intergroup processes, and communication skills development:

Research Utilizing Problem Solving (40 hours)

Participants will learn to a) identify and diagnose a problem in their classroom or school building; b) develop a plan of action to ameliorate, manage or change the identified situation; c) implement the action plan; d) evaluate the success of the plan and e) revise the plan until the identified goal is attained.

Interpersonal Communications (40 hours)

Participants will be able to a) identify and use five basic communication skills; b) communicate under pressure; c) identify one model for effective school building communication patterns; and d) demonstrate improved perceptual listening and conversational abilities.

Intepersonal Influence (40 hours)

Participants will a) be able to identify five basic concepts about the process of interpersonal influence; b) identify one's own characteristic style of using and responding to interpersonal influence; c) identify four other styles of influence and d) practice skills of interpersonal influence outside the workshop setting.

Group Process Skills (40 hours)

Participants will be able to a) assess existing and potential problems within their school; b) identify one or more small group process skills which they need to improve to function effectively in a small group, c) increase their experience with these skills by participating in exercises chosen by their trainer and d) integrate their learnings for application in their assigned school.

Hierarchial Level III

"This skills development phase is considered the entry level for maximum competency. It should be the level at which all administrators and student services specialists must be competent. The primary focus would be in developing 1) high level skills, intergroup awareness, multi-ethnic and multi-cultural knowledges; 2) advanced problem identification skills (organizational needs assessment) 3) entry level skills in organizational analysis (development of action/preventive programs, processes and strategies); and 4) conflict resolution skills. As with previous levels an experiential follow-up phase would be an integral component of the program."

PROPOSED SKILL DEVELOPMENT ACTIVITIES

Participation in Level III activities would be primarily student services specialists and administrators. Activities will focus on the preparation of personnel with capacity to implement school level programs in the areas of inter-group awareness, problem identification/problem solving, organizational analysis, and basic conflict resolution strategies. In addition to Level II courses, participants in Level III will participate in the following:

Preparing Educational Training Consultants I (80 hours)

Participants will be able to a) apply criteria to identification of organizational issues, b) diagnose skill practice needs of individuals, c) identify group priorities for skill practice, d) apply criteria for selecting skill practice exercises, e) apply criteria for sequencing skill practice exercies, f) apply guidelines for conducting skill practice exercises, and g) evaluate acquisition of skills.

Preparing Educational Training Consultants II (80 hours)

Participants will a) apply planned change phases in work with a client system, b) apply a three dimensional diagnostic matrix to identify client needs (the matrix includes catcategories on dimensions of 1) level of human systems, 2) operational characteristics and 3) functions) c) apply a three dimensional diagnostic matrix to working with the client system to meet a need. (the matrix includes categories on dimensions of 1) role of the consultant, 2) type of problem solving and 3) type of interventions) d) identify personal competencies as related to cells of the two matrices, e) identify own professional growth needs and goals and f) identify own value and ideological base for assuming the consultant role.

Human Relations (Task Force) In-Service Workshop (40 hours)

The Multi-Ethnic Human Relations In-Service Training Program is designed to present affective awareness training to school personnel, students, parents and community representatives of the twelve consortia of the Norport School District #1. The particular emphasis of the program focalizes on factual knowledge, life experience, affective behaviors and attitudes associated with Asian-American, Black, Chicano, Native American and White Cultural/Ethnic groups; with particular attention given to the impact of these cross-cultural inter-relationships on minority and non-minority student achievements, expectations and self-images.

Hierarchial Level IV

"This level of skill development is considered as a reinforcement phase of commitment phase. It would be expected that people who enter this phase would have demonstrated by past performance, training and behaviors that they have maximum competency in all or most of the following: 1) 'human relations' skills; 2) knowledge of multi-ethnic and multi-cultural experiences; 3) organizational problem identification and problem solving; 4) conflict resolution; 5) development of organizational action and maintenance of programs. The individual would select programs and experiences to sharpen or reinforce skills. The experiential component might involve exchange of positions to gain new experiences, awareness, and exposure."

PROPOSED SKILL DEVELOPMENT ACTIVITIES

Participation at this level would include only select administrators and student services specialists. The focus of training will be toward applying diagnostic and intervention techniques to facilitate normative and structural changes in the organization which maintain improved functions and which assist the organization decision-making processes to respond to social changes. In addition to Level II & III, participants in Level IV will participate in the following:

Preparing Educational Training Consultants III (150 hours)

Participants will be able to a) diagnose systemic needs of the organization, b) diagnose the organization's potential for increasing its functional capacities, c) analyze system change objectives, requirements and constraints, d) plan systemic change, e) design procedural change, f) design structural change, g) assist changed functional capabilities that enable the organization to add new kinds of objectives or use new kinds of resources.

Conflict and Negotiations (40 hours)

Participants will be prepared to a) assist students, teachers, administrators learn to respect and constructively deal with others even when conflict exists, b) deal constructively with intrapersonal and face-to-face interpersonal situations, c) identify real conflict, as distinguished from falsely assumed ones, surface them and deal with them constructively, and d) develop processes and procedures for maintaining organizational health and measuring the effects of organizational change.

BACKGROUND INFORMATION: 1973-74

During the preceding school year the Seattle School District's federally-funded Training Trainers for Intra/Inter-Group Conflict Resolution Program initiated a series of training events for student services staff, selected administrators, teachers and community representatives designed to prepare them as educational training consultants. During school year 1973-74, the Conflict Resolution Program sponsored 210 hours training in systems developed by the Northwest Regional Educational Laboratory. Approximately fifty District personnel completed the initial training series and most of these personnel have expressed desire to continue training in Preparing Educational Training Consultants systems.

Initially the Preparing Educational Training Consultants program was planned for implementation over a three-year time span with the bulk of training scheduled to oocur on weekends and non school dates. However, due to uncertainties of Northwest Regional Educational Laboratory funding beyond November 1975, a number of program changes are being considered to ensure that approximately half of the District participants who completed the initial training phase have opportunity to complete the remaining five-hundred hours of training which comprises the PETC program.

The Preparing Educational Training Consultants training program is sequenced into three components, i.e., Preparing Educational Training Consultants: Skill Training (PETC-I), Preparing Educational Training Consultants: Consulting (PETC-II), and Preparing Educational Training Consultants: Organizational Development (PETC-III) and Preparing Educational Training Consultants: Self-Renewal (PETC IV).* Prior to dissemination of Preparing Educational Training Consultants materials each component is thoroughly researched through a series of "field test" and "impact studies." Once materials have been field tested and meet specifications established by the Northwest Regional Educationa Laboratory they are released for commercial distribution. Programs in the development process are tested in identified "field sites: and are made available at no cost to participants. Of the three PETC systems, only PETC-I is commercially available; Preparing Educational Training Consultants: Consulting (PETC-II) and Preparing Educational Training Consultants: Organizational Development (PETC-III) are in the final stages of "field test" and instruction and materials are available to identified field sites without cost.

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*Preparing Educational Training Consultants: Organizational Development (PETC-III) and Preparing Educational Training Consultants: Self-Renewal (PETC-IV) were combined into one component--Preparing Educational Training Consultants: Organizational Development (PETC-III).

During the preceeding school year the Conflict Resolution Program initiated Preparing Educational Training Consultants: Skills Training (PETC-I) training in the Seattle School District with assurances from Northwest Regional Educational Laboratory that Seattle would be designated a "field test site" for Preparing Educational Training Consultants: Consulting (PETC-II) and Preparing Educational Training Consultants: Organizational Development (PETC-III) systems. The Northwest Regional Educational Laboratory, in consultation with District participants in Preparing Educational Training Consultants: Skills Training (PETC-I), has scheduled Preparing Educational Training Consultants: Consulting (PETC-II) and Preparing Educational Training Consultants: Organizational Development systems for implementation in the Seattle area during school year 1974-75.

Uncertainties regarding continued funding of the Northwest Regional Educational Laboratory beyond November 30, 1975, has resulted in proposed scheduling of some training events during the school day to ensure completion of training events for District personnel within the assured funding period of the NWREL. Of the thirty-two days required to complete the Preparing Educational Training Consultants systems; seventeen are proposed for implementation during the school day with the remaining fifteen scheduled for weekends. The design of the Preparing Educational Training Consultants program requires participant involvement in systems programs; each level of Preparing Educational Training Consultants has an associated practicum where participants work with an identified client-group in a consultant role. This design accounts for the 45-day intervals between the Preparing Educational Training Consultants: Organizational Development (PETC-III) training events. The use of release time also provides opportunity for trainees to actively participate as consultants to educational units and to give focus to specified organizational goals.

Program Operation: 1973-74

In December 1973, a voluntary planning committee was formed to assist in the implementation of the PETC series. The nine members on this committee reflect the composition of those who participated in the first 210 hours of training. Employing a shared decision-making model, the Planning Committee provided assistance in the following areas:

1) communications
2) scheduling of events
3) participant selection
4) registration
5) evaluation
6) linkage with degree-granting institutions

In collaboration with the PETC Planning Committee, the following quotas were implemented in selecting the fifty participants for PETC I:

1) student services	60%
2) administration	15%
3) teachers	15%
4) community	10%

The Petc I component was limited to fifty participants; Research Utilizing Problem Solving, Interpersonal Communications and Interpersonal Influence, the sub-components of PETC I, were structured to accommodate seventy-two participants, the assitional participants selected on a first-come, first-serve basis.

During June 1974, forty-three of the fifty candidates fullfilled their practicum requirements by conducting a series of Group Process Skills Workshops for approximately one hundred and fifty District and community persons.

Program Goals SY 74-75

1. Provide additional resources to staff in the areas of group process, problem solving, decision making and interpersonal influence.

   - preparatory skill training for staff prior to participation in Human Relations In-Service Training
   - assistance to staff in development and implementation of human relations, building-level, action programs
   - coordination, follow-up and support for District efforts in desegregation planning and implementation

   Given seventeen days release time from regular assignments plus fifteen weekend days for training in Petc systems, each of the twenty-one participants selected to continue in the program will conduct one forty-hour workship for staff from the Seattle Public Schools in one of the following Northwest Regional Educational Laboratory systems:

Research Utilizing Problem Solving	40 hours
Interpersonal Communications	40 hours
Interpersonal Influence	40 hours
Group Process Skills	40 hours

2. To develop a cadre of staff specialists capable of identifying and implementing norms and structures that enable the organization to continuously modify itself to meet the changing needs of learners and the changing resources of the system.

   - management development in-service training for selected school personnel
   - provide staff opportunity for growth potential that addresses itself to the present and/or planned needs of the system
   - provide training for staff for the development of a multi-cultural/multi-ethnic integrated, quality educational program for all students enrolled in the Seattle Public Schools
   - provide consultation to staff in organizational self-renewal

   Given approximately 500 hours training in PETC systems, twenty-one school district participants will be able to (a) apply diagnostic and intervention strategies in helping a school add, or strengthen a function needed to attain an Institutional Goal of the Seattle School District, (b) will identify five personal compentencies to be employed in deriving an explicit rationale for assuming a consultant role in a District School in support of attaining an identified goal, (c) will write behavioral objectives designed to improve learner experiences and for contributing actively to improved MBO procedures for their assigned school, (d) help teachers, students, and administrators learn to respect and constructively deal with others even when conflict exists, (e) deal constructively with intrapersonal and face to face interpersonal situations, (f) identify real conflicts, as distinguished from falsely assumed ones, surface them and deal with the constructively, (g) identify and implement norms and structures that enable the organization to continuously modify itself to meet the changing needs and ttilize changing resouces, (h) apply diagnostic and intervention techniques for organizational changes which build in new norms and/or structures to add and maintain functions so that the system will have increased capability to meet it own needs.

Hierarchical Level	Description	Training Sequence	SY 73-74 Program	SY 74-75 Program
I				
II	Basic inter/intra-personal skills, problem identification/problem solving and communication skills. This is the minimum competency level for all staff.	1. Research Utilizing Problem Solving 2. Interpersonal Communications 3. Interpersonal Influence 4. Group Process Skills	Fifty District staff received training in the implementation of Level II programs.	
III	Intergroup awareness, organizational analysis, needs assessment, consultation skills, and additional training in problem solving/ problem identification. Minimum competency level for administrators and student services specialists.	5. Preparing Educational Training Consultants I 6. Preparing Educational Training Consultants II 7. Human Relations Inservice Training Workshop	Fifty District staff received training in PETC I systems and demonstrated capability to design and implement workshops responsive to the needs of school personnel.	Twenty-one of the District staff who completed Level II training will be selected to received Level III training during SY 74-75.
IIII	Maximum competency in Human Relations skills, knowledge of multi-ethnic, multi-cultural resources, organizational problem solving, conflict resolution skills, and development of organizational consultation skills that assist the system to increase its functional capabilities.	8. Preparing Educational Training Consultants III 9. Conflict & Negotiations		Open to all staff who successfully complete Level III training. A maximum of twenty one participants may enroll.

Application SY 74-75	Relationship to Goal	Inplementation Requirements	District Dividends
Trained District staff will implement a minimum of one Level II program per District Consortia.	Preparatory skill training for staff prior to participation in Human Relations In-Service Training Program.	Facility Materials Participants Consortia support/endorsement	Provide training in basic inter intrapersonal skills for staff Design learning experiences for staff consistent with District goals, objectives and indetifie needs.
Each participant in Preparing Educational Training Consultants II will provide a minimum of nine hours consultation to school human relations committee for developing a building level human relations action plan.	Assistance in development and implementation of staff developed human relations, building-level action plans or programs. Management development in-service training for selected school and administrative personnel.	Five days release for each Petc II participant. Identification of client groups. Release time for participation in Human Relations In-Service Program.	Assistance and consultation for implementation of building-leve human relations action plans. Provide management development training for selected staff and administrators.
Participants in Level III will provide consultation to an educational unit or department and will assist in the implementation of a District plan to bring about reform in the educational program.	Concultation in organizational development.	Twelve days release time for each participant in PETC III-IIII. Identification of organizational client groups. Costs for retreat facility.	A cadre of staff competent to assist the organization renew itself, modify norms and increase its functional capabilit Assistance in implementation of Desegregation-Integration plans

OPERATIONAL PLANS: 1974-75

1. Schedule of Training Events

   (See Appendix)

2. Selection of Trainees

   The Preparing Educational Training Consultants Planning Committee, in cooperation with Northwest Regional Educational Laboratory senior trainers, will establish selection criteria, identify and recommend eighteen candidates for continuation in the Preparing Educational Training Consultants program. Three candidates have been selected by NWREL for participation in the Preparing Educational Training Consultants program. Selection criteria should take into account the following information:

   Preparing Educational Training Consultants Growth Rating Form

   Senior Trainer Recommendations

   Seattle School District Administrative recommendations

3. Location of Training Events

   Request for use of Pod #3, Rainier Beach High School, for all events except the November 7 - 9 dates has been submitted to the Department of Business and Plant. The Conflict and Negotiations Training Event requires a retreat setting and the attached budget request includes funds for rental of a retreat facility for November 7, 8, and 9th. Four of the proposed training dates conflict with the Human Relations (Task Force) In-service Training Programs use of Pod #3; an alternate location will be sought for use on the conflicting dates.

4. Training Design Requirements

   Preparing Educational Training Consultants II: Identification of six client systems. These client systems could be building-level Human Relations Committees developing action-plans for implementation at their assigned schools.

Preparing Educational Training Consultants III: Administrative authorization to participate and identification of an organizational development project. (See Appendix B for further detail.)

5. Application of Training to District Human Relations Needs

Each participant in the PETC program who utilizes release-time for training, will, at no cost to the Seattle School District, participate in implementing atleast one forty-hour weekend workshop for Seattle School District staff in one of the following systems:
a) Research Utilizing Problem Solving
b) Interpersonal Communications
c) Interpersonal Influence
d) Group Process Skills
Each school targeted for desegregation during 1974-75 will be informed of the opportunity for implementation of one of the four above mentioned workshops in their building or consortium. Selection of a particular workshop, selecting workshop dates, enrolling participants, securing space, etc. shall remain a local perogative. Potential workshop facilitators and the program manager for Conflict Resolution will be available to assist in implementation of the program. Materials will be provided by the program at no cost to the individual school or consortium. Materials will remain as property of the Seattle School District.

6. Credit, Quotas and Participants

Participation should be purely voluntary. Three District In-service credits can be arranged for those participants who complete a workshop format. The ratio of participants to facilitators should not exceed:

a) Research Utilizing Problem Solving	1:18
b) Interpersonal Communication	1:18
c) Interpersonal Influence	1:18
d) Group Process Skills	1:12

PREPARING EDUCATIONAL TRAINING CONSULTANTS
TRAINING DATES AND TIMES, SCHOOL YEAR 1974-75

Program	Dates	Times*	Location**
Social Conflict & Negotiative Problem Solving (21 persons)	Nov 7, 8, 9,		Retreat facility
	Nov 10		
Preparing Educational Training Consultants II-B (9 persons)	Dec 6, 7, 8		
	Dec 11, 12, 13	(Consultation in assigned buildings)	
	Dec 14, 15, 16		
Preparing Educational Training Consultants II-A (9 persons)	Jan 10		unscheduled
	Jan 11, 12		
	Jan 15, 16, 17		
	Jan 18, 19, 20		
Preparing Educational Training Consultants III-A (3 persons)	Nov 21	6 - 10 p.m.	
	Nov 22		unscheduled
	Nov 23, 24, 25		
	Jan 17, 18, 19		
	Mar 7, 8, 9,		
	Apr 20		
	Apr 21, 22		unscheduled
	Jun 5, 6, 7, 8,		
Preparing Educational Training Consultants III-B (18 persons)	Feb 21	6 - 10 p.m.	
	Feb 22, 23, 24, 25		
	Mar 22, 23, 24		
	May 8, 9, 10		
	Jun 1, 2, 3		
	Jul 8, 9, 10, 11		

* All times are 8:00 a.m. to 5:00 p.m. unless otherwise specified
** All locations are Pod #3, Rainier Beach High School unless otherwise specified

Appendix E

Northwest Regional Educational Laboratory/
Capitol County Public Schools
Exploratory Letter

Northwest
Regional
Educational
Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

October 20, 1975

Dr. John Martinson
Division Superintendent of Schools
Capitol County Public Schools
1118 Forbes Avenue
Capitol City, Iowa

Dear John:

I was sorry I was not able to stop in to see you when I was in Capitol City last summer immediately after the conference at Jackson Hole. The critical condition and ultimate death of my mother necessitated a quick change of plans, including cutting short my visit in Capitol. I stopped by your office to say "hi" before I left last Friday but you were out in one of the schools. Maybe we can connect the next time I am in town.

The purpose of this letter is to explore the possibility of extending the collaborative relationship between the Northwest Regional Educational Laboratory and Capitol County Public Schools.

When we started with the 24 staff members in the management training program (which we now refer to as PODS--Providing Organizational Development Skills), we did so with the assumption that the training was relevant to developing some of the competencies needed by modern line and staff educational managers as well as internal educational training consultants and teachers.

The results to date (from data gathered by Northwest Regional Educational Laboratory and the Office of Staff Development and Planning and Program Assessment Office in Capitol City) have been extremely positive. Our assumptions have proved to be accurate and most of our expectations have been fulfilled.

Our practice to date in Capitol City has been to provide a sequence of workshops and then to step back and look at the effects on 1) the individuals receiving the training as well as 2) the work groups and subsystems in Capitol with which they were working before moving to the next group of training activities. I would now like to explore the possibility of going one more step with you for the mutual benefit of Capitol County Public Schools and Northwest Regional Educational Laboratory.

Our work statement with the National Institute of Education asks us to a) locate a school district interested in making structural, procedural or curricular change and interested in having educational training consultants to support this effort; b) provide Preparing Educational Training Consultants training to a selected group of district employees; c) provide technical assistance, consultation and support to the trainees that will facilitate establishing and institutionalizing the new role of training consultants; and d) document and evaluate the events that occur as trainees are selected, trained and work with their client groups.

I have discussed the working relationship Capitol County Public Schools and Northwest Regional Educational Laboratory has established with the Executive Director and others at the National Institute of Education. Needless to say, they are impressed with this kind of collaborative effort between a successful regional laboratory and a forward-thinking, large, suburban school district.

We at the Northwest Regional Educational Laboratory would like to invite Capitol County School District to participate with us in carrying out the scope of work requested of us by the National Institute of Education for 1975-76.

Specifically, we would like to conduct Preparing Educational Training Consultants III: Organizational Development, in Capitol County Public Schools early in 1976 (February) for 18 to 22 people who are ready for the training and desired by Capitol County Public Schools.

In order for us to carry out the above, three conditions would need to be met.

1. Capitol County School District would need to provide a statement indicating an interest in legitimizing the role of Educational Training Consultant;
2. Capitol County School District would need to provide financial support to help cover the costs for the 11 or 12 trips to Capitol City for three people to provide the training and support for the trainees as they acquire new skills, assume different roles and provide training and consultation for various subgroups in the district;
3. Northwest Regional Educational Laboratory would need to provide Preparing Educational Training Consultants III: Organizational Development training for 18 to 22 people for Capitol County School District.

In responding to condition one above, it seems to me you could answer in one of three ways. You could say:

1. You have sufficient evidence to justify establishing the role of educational training consultant immediately (this would necessitate making certain structural changes which I will be happy to discuss with you), or

2. You think it would be good for Capitol County Public Schools to create this role and want to move in that direction deliberately and intentionally, but not make the structural changes required for implementation at this time, or

3. You want to use this year to explore the notion of legitimizing this role, i.e., to provide Preparing Educational Training Consultants III: Organizational Development training for 18 to 22 people this year, during which time they will carry out an organizational development project in their own area or division (if this makes the most sense) while you critically examine the activities and outcomes, at the end of which you will make the decision as to whether or not the establishing the role of educational training consultant in Capitol County Public Schools makes sense.

At the end of the Preparing Educational Training Consultants III: Organizational Development training, Capitol City Schools will have the capabilities to provide as much of this training as needed or desired by the rest of the staff (teachers, line and staff administrators and non-certificated personnel). Preparing Educational Training Consultants III: Organizational Development graduates will also be able to provide continuous consultation for any part of the school system on demand.

Ruth Emory, René Pino and I would like to meet with you and other members of your staff you feel need to be involved, on or before Friday, October 31 to discuss these alternatives, how we propose to be accountable to you and hopefully provide any additional information needed to enable us to reach an agreement to provide Preparing Educational Training Consultants III: Organizational Development training in Capitol City early in 1976.

The three attachments provide additional information to help you see the potential power of having the kinds of resources this program can provide for Capitol.

I have discussed this proposal with Harry Neal, Bob Bush, Frank Remmis, and Jack Hanlon. I have also held informal discussions with Tom Weld, Helen David, Harvey Green and Linda Hartman regarding the value of the PODS program for Capitol County School District. Their reaction was extremely positive. Conducting Preparing Educational Training Consultants III: Organizational Development in Capitol between February and October 1976 with existing funds appears to be possible, desirable and feasible.

If I can provide you with any additional information regarding anything included in this letter or the attachments, please do not hesitate to call me. I look forward to seeing you again soon.

Sincerely,

William T. Ward, Coordinator
Office of Field Relations and
 Dissemination
Improving Teaching Competencies
 Program

cc: Ed Hamilton
Jack Hanlon
Tom Weld

WTW:jb

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